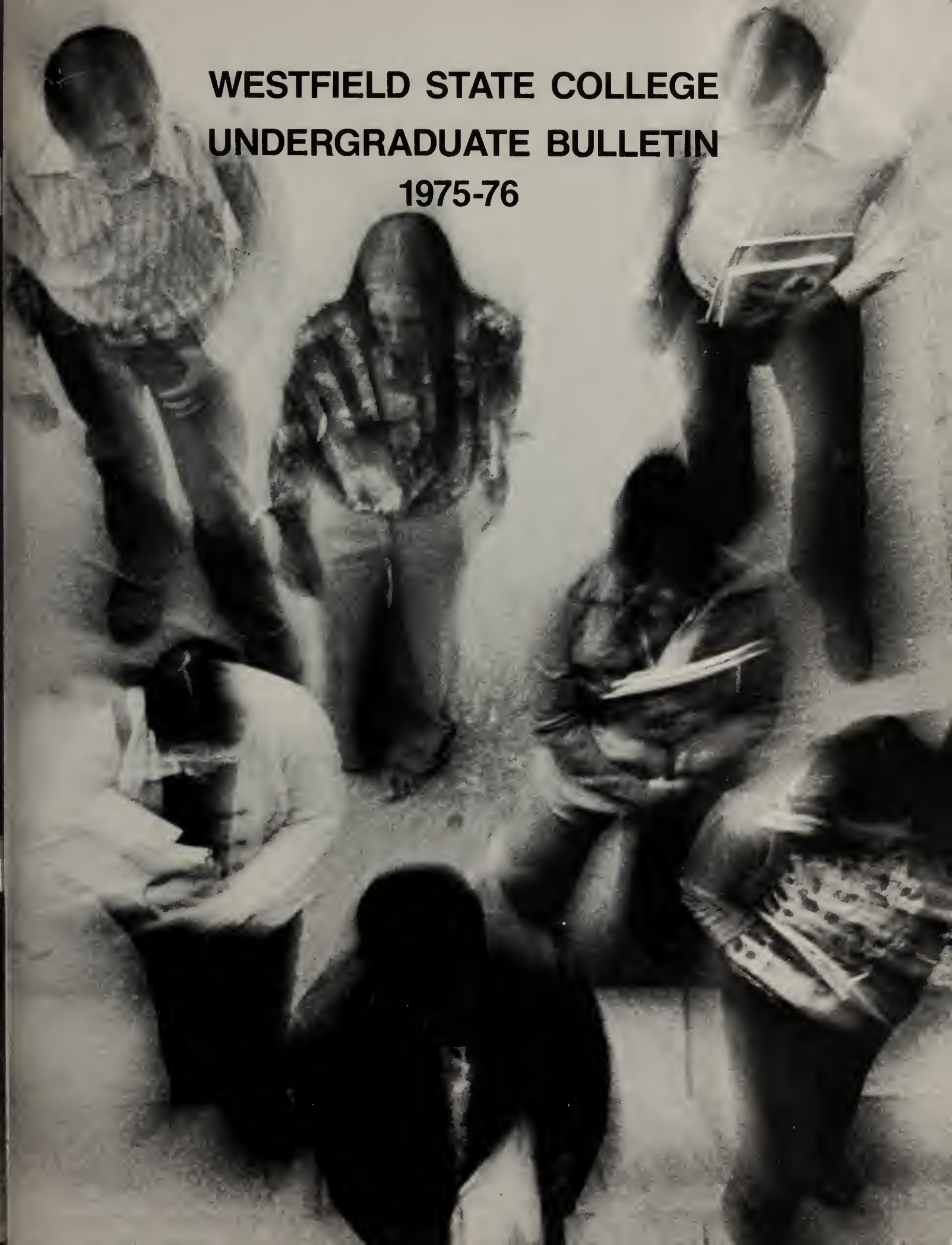
WESTFIELD STATE COLLEGE
UNDERGRADUATE BULLETIN
1975-76



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WESTFIELD STATE COLLEGE

UNDERGRADUATE BULLETIN
1975—1976

This catalogue is a guide for information and not a contract. The college reserves the right to change requirements for degrees, prerequisites, fees, scheduling, and related matters. New curricular requirements will not work a hardship on students who have entered under an earlier set of requirements. For information on graduate courses, please refer to the Westfield State College Graduate Studies Bulletin.

WESTFIELD, MASSACHUSETTS 01085

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Westfield State College is accredited by the New England Association of Colleges and Secondary Schools, Inc., and by the National Council for Accreditation of Teacher Education.

Westfield State College is a member of the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, the American Council of Education, the College Entrance Examination Board, the Council for the Advancement and Support of Education, the National Commission on Accrediting, the New England Association of Schools and Colleges, the New England Teacher Preparation Association, and the Cooperating Colleges of Greater Springfield as well as a number of professional academic organizations.

ADMINISTRATION

Date in parenthesis following the name indicates the beginning of service at Westfield State College.

OFFICERS OF THE ADMINISTRATION

ROBERT L. RANDOLPH (1973)
President
A.B. DePauw University; M.A., Ph.D. University of Illinois

WINSTON B. KECK (1966)
Executive Vice President
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Academic Dean
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WILLIAM E. CREAN (1963)
Director of Admissions & Assistant Professor of Education
B.S.Ed. Westfield State College; M.Ed. American International College

CAROLYN CRIDLER-SMITH (1971)
Assistant Dean of Students
B.A. Washington College; M.S. State University of New York

DONALD A. FORD (1971)
Assistant Director of the Student Union
B.A. Shaw University

MICHELLE B. GARVEY (1973)
Assistant to the President; Affirmative Action Officer
B.A., M.A. Southern Illinois University

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Financial Aid Officer
B.P.E. Purdue University; M.Ed. Westfield State College

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Dean of Men
B.S., M.P.E. Springfield College

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FACULTY

EDWIN J. ABAR (1968)
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ALVIN I. COHEN (1965)
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B.A. Northeastern University; M.A., Ph.D. Southern Illinois University

PORTER D. H. COLE (1957)
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B.S. Bridgewater State College; M.Ed., Ed.D. Boston University

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B.F.A. Massachusetts College of Art; M.F.A. Tufts University

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Associate Professor, Psychology
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JUSTIN R. CURRY (1968)
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B.F.A. Tufts University; M.F.A. Tulane University

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Assistant Professor, English
B.A. College of Our Lady of the Elms; M.A. Rivier College

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ABE DELSON (1958)
Professor, English
B.A. City College of New York; M.A., Ph.D. New York University

PETER J. DEMOS (1970)
Associate Professor, Music
B.Mus. Michigan State University; M.Mus. Western Michigan University;
A.Mus.D. University of Michigan

WILLIAM D. DENNIS (1966)
Professor, Modern Foreign Languages
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Assistant Professor, Sociology
B.A. Oberlin College

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B.A. Ursinus College; B.D. Yale University; M.A. University of Pennsylvania;
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M.S., C.A.S. Springfield College

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B.S.Ed. Keene State University; M.S.T. University of New Hampshire; Ph.D. Peabody College

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Assistant Professor, Education
B.S. Eastern Michigan University; M.S. Michigan University

MAXWELL W. HUNTER (1971)
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B.A. Washington and Jefferson College; M.S., Ph.D. University of Massachusetts

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Associate Professor, History
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B.A., M.A., Ph.D. Yale University

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Ph.D. Wisconsin University

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LLOYD K. MANZER (1970)
Assistant Professor, Music
B.M. Boston University

ARNO MARIS (1956)
Professor, Art
B.F.A. Boston Museum School (Tufts); M.F.A. Syracuse University

MARIA MARIS (1965)
Associate Professor, Modern Foreign Languages
B.A. University of Connecticut; M.A. National University of Mexico

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Assistant Professor, English
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Associate Professor, Psychology
B.A. Rutgers University; M.A., Ph.D. Boston University

PETER NAGY-FARKAS (1973)
Assistant Professor, Music
B.A. Subotica Music School (Yugoslavia); Diplome de Composition Schola Cantorum (Paris); M.Mus. University of Puget Sound; Ph.D. Eastman School of Music

JOHN F. NEVINS (1969)
Professor, Education
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MOSTAFA NOURY (1973)
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B.S. Alexandria University (Egypt); M.S., Ph.D. Iowa State University

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Associate Professor, Geography
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C.A.G.S., Ed.D. Boston University

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B.A. Dickinson University; M.S. University of Pennsylvania

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B.S. Purdue University; Ph.D. University of Massachusetts

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B.A., M.A., Ph.D. University of Connecticut

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Assistant Professor, Geography
B.A., M.A. Eastern Michigan University

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Ph.D. University of Massachusetts

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Assistant Professor, Education
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JOHN B. SBREGA (1957)
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SUSAN SCHNEITZER (1974)
Instructor, English
B.A. Hunter College C.U.N.Y.; M.A. Teachers College, Columbia University

MURRAY M. SCHWARTZ (1968)
Assistant Professor, Education
B.A., M.A. University of Southern California

SAMUEL T. SCOTT (1971)
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B.S. Massachusetts Institute of Technology; M.A., Ph.D. Boston University

CATHERINE B. SHANNON (1967)
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B.A. University of Toronto; M.A. National University of Ireland;
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B.A. Fairfield University; M.S. Central Connecticut State College; Ed.D. University of Oregon

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A.B. Centre College; M.A. Columbia University

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J. KENNETH TAYLOR (1956)
Associate Professor, Biology
B.S.Ed. Bridgewater State College; M.A. Columbia University

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Associate Professor, History
B.A. Vassar College; M.A., Ph.D. Radcliffe College

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Assistant Professor, Philosophy
A.B., M.A. Boston University

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B.S.Ed. State University of New York, Fredonia; M.S. Syracuse University

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B.A. University of Alberta; M.A. University of Washington; Ph.D. Columbia University

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B.A. Kansas State College; M.A., Ph.D. University of Connecticut

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B.S. Cortland College; M.Ed. St. Lawrence University; D.P.E. Springfield College

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B.Ed. Rhode Island College; M.S. Springfield College;
Ed.D. Boston University

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B.A. Newton College; M.A. Boston College; Ph.D. University of Michigan

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Librarian II
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RUTH McGILPIN (1970)
Librarian I

HEALTH SERVICES

MARGARET CASEY, R.N.
PATRICIA RIX, R.N.
SABATINA SINCLAIR, R.N.
School Resident Nurses

ACADEMIC CALENDAR 1975 - 1976

Fall Semester 1975

August	19-22	First Session	Freshmen Orientation
August	24-27	Second Session	Freshmen Orientation
September	1	Monday	Holiday - Labor Day
September	2	Tuesday	Transfer Orientation
September	3	Wednesday	First Day of Classes
			Department Meetings
September	4	Thursday	Faculty Meeting - 4:00 p.m.
October	13	Monday	Holiday - Columbus Day
November	11	Tuesday	Holiday - Veterans Day
November	25	Tuesday	Registration
November	26	Wednesday	Thanksgiving Recess - Begins at 12:30 a.m.
December	1	Monday	Classes Resume - 8:30 a.m.
December	10	Wednesday	Last Day of Classes for Fall Semester
December	11	Thursday	Reading Day
December	12-19		Exam Period - Including Make-up on December 19
December	31	Wednesday	All Grades Due in Registrar's Office

Spring Semester 1976

January	14	Wednesday	Advisement
January	15	Thursday	Holiday - Martin Luther King Day
January	16	Friday	Registration
January	19	Monday	Opening Day of Spring Semester - Classes Begin
February	16	Monday	Holiday - Washington's Birthday
March	12	Friday	Spring Vacation Begins at 4:30 p.m.
March	22	Monday	Classes Resume - 8:30 a.m.
April	14	Wednesday	Easter Recess Begins at 4:30 p.m.
April	20	Tuesday	Classes Resume at 8:30 a.m.
April	28	Wednesday	Registration
May	5	Wednesday	Last Day of Classes
May	6	Thursday	Reading Day
May	7-14		Exam Period - Including Make-up on May 14
May	17	Monday	Senior Grades Due
May	23	Sunday	Commencement
May	26	Wednesday	All Grades Due in Registrar's Office

NOTE: The date for Spring Convocation will be announced during the Spring Semester.

THE COLLEGE

WESTFIELD STATE CAMPUS

Westfield State College has a scenic modern campus located in western Massachusetts in the foothills of the Berkshires. Three classroom buildings, Parenzo, Bates and Wilson Halls, four dormitories, Scanlon, Dickinson, Davis and Lammers Halls, the Governor Joseph B. Ely Student Union/Library complex, and two laboratory schools, Juniper Park and Washington Street, make up the physical facilities of the college. Ground will be broken for a new apartment style dormitory in September 1975.

Ely Student Union/Library

The Governor Joseph B. Ely Student Union/Library building, opened in December 1971, is a campus gathering place for all segments of the college community. The Student Union provides recreation facilities and services for a broad social, cultural and recreational program, including swimming pool, meeting rooms, snack bar, theater, game rooms, handball court, television, recreation rooms, music rooms, and the campus radio station, WSKB-FM. The more than forty college clubs and organizations, including student newspaper, *The Owl,* college yearbook, *The Tekoa,* and Student Senate meet in this building.

The College Library is located in the south wing of the Governor Joseph B. Ely Memorial Student Union and Library Building.

RESOURCES: The Library's collection numbers more than 100,000 volumes and current and backfiles of over 600 periodical titles and newspapers. Over 4,500 reels of microfilm and 100,000 units of microfiche and microcard are serviced by microform readers. Pamphlets, newsletters, and curriculum materials complete the collection.

HOURS: The Library is open Monday through Thursday 8:30 a.m. — 12:00 midnight and Friday 8:30 a.m. — 5:00 p.m. Saturday hours are 9:00 a.m. — 5:00 p.m. and Sunday hours are 3:00 p.m. — 12:00 midnight. The Library is open during vacations and intersessions Monday through Friday 8:30 a.m. — 5:00 p.m. Summer school hours are posted before the session.

BORROWING POLICY: College ID cards are required in order to borrow library materials. Books may be borrowed for four weeks without renewal. Magazines and Reserve books must be used in the library.

OVERDUE POLICY: Students are responsible for the safe return to the Library of all library materials when due and for the cost of replacing lost books. Fines are imposed for overdue books. Students who owe the Library either books or fines at the end of a semester will have their class cards for the following semester withheld.

PRIVILEGES AT AREA LIBRARIES: Through a cooperative arrangement with other libraries in the area, WCS students may register and borrow library materials at any of the following libraries: AIC, Bay Path, College of Our Lady of the Elms, Holyoke Community College, Springfield College, STCC, Springfield City Library, Western New England College, Western New England College Law Library and the Westfield Athenaeum.

Booklets explaining the library in detail may be obtained on request.

EDUCATIONAL MISSION

Westfield State College is an institution of democratic society founded to provide higher educational opportunity for all people. As such, the college is continually in the process of fulfilling the legislative mandate of the Commonwealth of Massachusetts that "the state colleges shall provide educational programs, research, extension and continuing education services in the liberal, fine and applied arts and sciences and other related disciplines through the master's degree level."

Philosophically, the foundation of the college rests upon its dedication to a disinterested search for truth and to discovery and dissemination of knowledge. The college pursues these ends by means of diverse curricula which permit both faculty and students to explore a myriad of values, ideas, feelings and facts. This exploration is conducive to a liberation of the mind from prejudice and narrow self-interest. The College Community understands the search for truth to involve each member of the academic community in the attainment of the intellectual freedom and maturity afforded by the unfettered play

of ideas, reflection, open discussion and choice. It is, therefore, a college conviction that the liberal arts are basic to all curricula within the college.

The student is the focus of the academic community, which exists for the education of its students as individuals in the various academic disciplines and career fields.

Westfield State College endeavors to present students with the most diversified educational opportunities in order to learn fully about themselves, their fellow man and the world at large.

As a public institution, Westfield provides an educational setting open to all regardless of race, creed, sex, national origin or economic status.

HISTORICAL NOTE

Westfield State College began as the first coeducational Normal School in America. Opened on September 4, 1839, in Barre, Massachusetts, the school was born as the result of agitation by educational reformers such as Horace Mann and the Reverend Charles Brooks.

The term, Normal School, emanates from the writing of the Reverend Brooks, who advocated moving away from the "seminary" concept of teacher training toward the tenet, "As is the teacher, so is the school." Normal School, then, refers to a school which co-exists with a model school where students could combine educational theory with practice.

Barre proved to be a remote location and in 1844 the Normal School was relocated in the Westfield Academy. The city of Westfield was chosen as the site of the College because of "the natural beauties of the town and the progressive ideas of its people," and from that time it prospered.

When the facilities of Westfield Academy became inadequate, the Normal School was transferred to the first floor of the Town Hall and on September 3, 1846, a new brick structure was built on Washington Street, on a site donated by Westfield citizen, James Fowler. Normal School students occupied the second floor and school children the first.

For the first 89 years, Westfield's academic program consisted of a two-year training course. In 1928, because of the growing complexity of the education profession, the Department of Education extended the program to three years. Governor Joseph B. Ely, in 1932, signed a bill changing Normal Schools to State Teachers College, and thus began the familiar four-year course of study. At the same time, the name was changed to Westfield State Teachers College.

From one rented room in Barre, Massachusetts, as a Normal School, Westfield State College has expanded into a scenic modern campus. Evolving from a quality school of teacher education to a quality liberal arts college, Westfield now offers fifteen additional majors, housing 1250 students on campus and accommodating some 1250 more as commuting or off-campus students. The Division of Graduate and Continuing Education serves 1550 additional students of all ages and interests, offering a Masters Degree program in Education. Thus, Westfield State College services the entire community of those in Western Massachusetts seeking a higher education.

COLLEGE REGULATIONS

Students, and all college personnel, are expected to respect the rights of others, the laws of the Commonwealth of Massachusetts, and the federal laws. Violations of rights of others, or state and federal laws, subject the individual to College judicial procedures and/or state and federal judicial procedures.

The following is a listing of examples of violations of College regulations, and/or state and federal laws.

VIOLATIONS

1) The taking of goods or property which belongs to another or belongs to the State without permission. (theft)
2) Deliberately making false alarms. (false fire alarms, false telephone bomb alarms, etc.)
3) Destruction of property.
4) Breaking and entering.
5) Possession or use of illegal drugs.
6) Student demonstrations contrary to Board of Trustees' policy governing student demonstrations.
7) Possession of a firearm (as defined in Massachusetts State Law, Part II, Chapter 269, Section 10, prohibiting firearms on campus).

MASSACHUSETTS STATE COLLEGES' POLICY ON NON-DISCRIMINATION

It is the stated policy of the Board of Trustees of the Massachusetts State Colleges that in matters of college admissions, the employment of professional and non-professional personnel, and all other personnel matters in the State Colleges, individuals will be evaluated on their merits without respect to their race, color, creed, national origin, age, or sex, as prescribed in applicable federal and state laws.

Westfield State College is an Affirmative Action Employer and encourages women and minority group members—male and female—to apply for positions.

THE ADMISSIONS PROCESS

ENTRANCE REQUIREMENTS — FRESHMEN

Admission to Westfield State College is selective. The minimum entrance requirements specify that the prospective student have a high school diploma or its equivalent. In addition, all students must show satisfactory performance on the College Board Scholastic Aptitude Test and submit the Student Descriptive Questionnaire.

The prospective student must submit an admissions application after the opening of the Senior year in high school and the secondary school record must be submitted according to the directions on the application.

Evidence of a physical examination from the applicant's personal physician should be obtained before entrance to the College. If the applicant is applying as an Art major, he must submit a portfolio; if applying as a Music major, he must have an audition with Music department. A personal visit is recommended for all applicants to the College.

Westfield State College has a "rolling admissions" policy. Candidates are notified of their acceptance on a continuing basis beginning about January 1.

TRANSFER

Applicants for transfer to Westfield State College will be evaluated on the basis of their previous college academic record. Whenever possible, degree credit will be granted for course work completed at accredited institutions of higher education. Courses which do not fit the degree programs may be counted as fulfilling the open elective requirements of the four year curriculum. The transfer student will be required to fulfill the same degree requirements as any other student. A student must successfully complete one year as a full-time student (30 credits) to receive a baccalaureate degree from Westfield. The number of transferees accepted will be determined by existing vacancies in the various degree programs and the number of applicants deemed eligible. Eligibility usually means a cumulative average of 2.0 or better. Once admitted to Westfield State College, the transfer student assumes a new cumulative average that is subject to academic policies established by the College.

COMMONWEALTH TRANSFER COMPACT

Throughout higher education in the Commonwealth of Massachusetts, an Associate Degree from any two year college signatory to the Commonwealth Transfer Compact is honored as a unit and is defined as the equivalent of 60 credit hours of undergraduate college level study including:

(A) 6 hours of English - communication
(B) 9 hours of behavioral - social sciences
(C) 9 hours of humanities - fine arts
(D) 9 hours of mathematics - sciences
(E) the remaining credits to be on a college level

Westfield State College honors this policy and will award, upon acceptance, the full number of credits earned while enrolled in the Associate Degree program.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A student enrolled in a Westfield State degree program may be awarded a maximum of 60 semester hours of credit on the basis of College Level Examination Program (CLEP) test scores. No credit may be gained for passing a CLEP examination in cases where the student has already earned credit or course completion for the same subject area covered by the examination.

GENERAL EXAMINATION

Credit based on the CLEP General Examination will be granted to individuals who have attained a score at least equivalent to the 50 percentile of national norms established on college Sophomores and published by the College Entrance Examination Board.

General Examination	*Westfield S. C. Common Core Requirement Satisfied*	*Semester Hours*
English Comp.	English Comp.	6
Humanities	Literature, Art, or Music	6
Math/Natural Science	Math/Natural Science	9
Social Science	Social Science	6

Credits based on the CLEP Subject Examination will be granted to individuals who earn scores at or above the mean scores earned by students who participated in the national norm sample.

Westfield State College reserves the right to grant credit for only one test if there is an overlap in a General and Subject Examination.

The English Department may, at its discretion, require an acceptable writing sample before granting credit for English Composition.

Each individual department will determine whether credit from a Subject Examination will be granted within the major or an elective area.

Students will take the CLEP General Examinations prior to the completion of their first year at Westfield State College. Students will take the special examination prior to enrollment in the course which is equivalent to the special examination. In no case shall a student be granted CLEP credit if the student has completed, or is in the process of completing the course. (That is, CLEP cannot be substituted for completion of the course requirements.)

The appropriate standing committee of the Curriculum Committee shall annually review the results of CLEP examinations with a view towards identifying the courses which a majority of students "test out of", so that the courses may be "upgraded" in order that they do not duplicate high school preparation.

READMISSION

Application for readmission must be filed by June 1 for the first semester and December 1 for second semester readmission.

A student who is dropped from Westfield State College because of academic failure may apply for readmission after he has taken successfully at another accredited college enough courses in an approved program to raise his cumulative quality point average to the level required of members of the class to which the student is to be assigned. The student must consult with the Director of Admissions for written approval of a scholastic program which will be acceptable for readmission.

Students who are dropped more than once for academic failure may not be readmitted to Westfield State College.

FOREIGN STUDENT ADMISSION

Any foreign student seeking admission to the College must fulfill the same requirements established for freshmen or transfer students. The Test of English as a Foreign Language (TOEFL) also is required of each applicant. Information on this requirement can be obtained from either the College Entrance Examination Board or the Educational Testing Service.

ADVANCED STANDING

Honor courses, programs of independent study, Advanced Placement, and College Level Examination programs (CLEP), advanced standing credit earned at another accredited institution of higher learning will be accepted at Westfield State College. Freshmen entering Westfield will be awarded CLEP credit for scores equivalent to at least the 50th percentile. Advanced Placement tests require a score of 3 or better.

ALTERNATIVES TO INDIVIDUAL DEVELOPMENT (Urban Education Program)

The State College system has developed a series of programs at each campus to insure the sons and daughters of minority groups and low income families of all races an equal opportunity for a college education.

Westfield State College's A.I.D. program is referred to as the Urban Education Program. This program begins in the summer with a six-week session.

During the summer session, students take courses in English, Math, Science and Reading (if necessary).

Once admitted to Westfield State College, students are allowed to proceed at the speed that they feel they can best succeed. A student may take as few as nine credits or as many as fifteen credits per semester. To help insure their success here at Westfield State College, each student is closely followed by his advisor. If necessary, tutors are also furnished upon request of the student or on the advice of the advisor.

Supportive services associated with this program include courses such as communication skills for students having difficulty in reading, comprehensive and study skills, English taught as a second language for bilingual students, intensive math and intensive English Composition for students lacking the necessary foundation to successfully complete the regular math and English Composition courses.

Students are required to attend all classes. Failure to attend classes will result in being dropped from the program.

FINANCIAL AID

Students in need of financial aid are instructed to consult the Director of Financial Aid. The policy and criteria for the award and renewal of financial aid are as follows:

1. All students making satisfactory progress and having a definite financial need as determined by the Director of Financial Aid, are eligible for financial aid (utilizing the Parents' Confidential Statement of the College Scholarship Service).
2. Types and amounts of awards are determined largely by federal regulations and guidelines, as most of the funds come from this source.
3. The emphasis is maximum assistance to the most needy students; however, all needy students are considered and usually receive some assistance.
4. Upper-classmen obtain all necessary forms from the Director of Financial Aid. Entering Freshmen obtain the Parents' Confidential Statement from their High School Guidance Counselor and the Financial Aid application along with other necessary forms from the Director of Financial Aid.
5. Students *re-apply* each year and, if still eligible, receive awards commensurate with need and available funds. We cannot and do not promise a specific amount for each of the four years due to the uncertainty regarding the amount of federal funds and the lack of institutional scholarship money.
6. Parents' Confidential Statement forms must be completed and sent to the College Scholarship Service, Princeton, New Jersey by March 1. Financial Aid applications must be completed and sent to the Director of Financial Aid, Westfield State College, by *March 1.*
7. Award letters are mailed out in June or early July to recipients.

Students must re-apply for financial aid each year.

NOTE: Dormitory students may not have a car and be eligible for financial aid.

There are five (5) basic Financial Aid Programs:

1. *COLLEGE WORK-STUDY:* Eligibility is based on computed need with preference given to students having "greatest financial need" rather than just low family income. Half-time students are also eligible. Students usually average 7-8 hours per week. There is a set maximum of 40 hours per week. During midyear and summer vacations, workloads are usually 40 hours per week. Types of work performed are clerical, library, maintenance, laboratory, etc. Hourly rates are $2.10 except for the summer when rates increase to $2.25 per hour.
2. *SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG):* Eligibility is based on computed need. Half-time students are also eligible for this outright grant up to $1500/year (max. $4,000 for four years).
3. *LOANS*

NATIONAL DIRECT STUDENT LOAD(NDSL): Eligibility is based on computed need. Half-time students are also eligible The loan is repaid at 3% simple interest starting nine months after graduation. Portions of the loan up to and including 100% may be cancelled *only* for the

following reasons:

1. Teaching of economically, mentally, emotionally and physically handicapped after graduation.
2. Teaching of Headstart (under certain conditions).
3. Military service in combat areas.

Loan limits are $2500 aggregate for the first two years. $5000 for undergraduate and $10,000 aggregate for all undergraduate and graduate years. Funds normally are not available to meet these limits.

GUARANTEED INSURED LOAN PLAN (HELP): This is a Federally subsidized loan through your local bank in which the student may borrow up to $2500 with the Federal Government paying the interest while the student is in college. Repayment would begin approximately nine months after graduation at 7% simple interest. Family adjusted income must be under $15,000 (Gross income could be almost $20,000 with four children) for Federal interest subsidy. Students may not borrow more than the total cost of education per year. Unsubsidized loans are also available under this program.

4. *BASIC EDUCATIONAL OPPORTUNITY GRANTS (BEOG):* Eligibility is based on need as determined by the student's and family's financial resources. If you began or will begin your past high school education after April 1, 1973 or if you have taken college courses while attending high school or enrolled in a remedial program before April 1, 1973, you are eligible to apply. Awards range from $50 to $1050 or more; applications are available in your guidance office or Westfield State College financial aid office. Half-time, three-quarter-time and full-time students are now eligible for this grant.

5. *SCHOLARSHIPS:* There are few scholarships from the college. Students with high academic standing and/or who have contributed to the college or local communities should contact the Director of Financial Aid for information on available scholarships. (Many students attending Westfield State College are granted scholarships and receive financial aid from sources other than the college. These should be reported to the Director of Financial Aid as soon as received.) Some of the scholarships available are:

COLLEGE:

Edward J. Scanlon Scholarship
Julia S. Rockwood Scholarships
David Bell Scholarships
Westfield State College Scholarship
Scholarship Trust Fund
Athletic Scholarship
Kevin Ryan Scholarship
Frank Stanley Beveridge Scholarships
Student Senate Scholarships

STATE:

MASSACHUSETTS BOARD OF HIGHER EDUCATION SCHOLARSHIPS:

Awards are based on scholarship and/or financial need. Applications for entering freshmen are obtained in the Fall of the senior year from the High School Guidance Department. Applications for Westfield State College students are obtained in the Fall from the Director of Financial Aid for the following year. Deadline for application: November 15 of senior year for entering freshmen and February 15 for upper classmen.

MISCELLANEOUS OFF-CAMPUS:

HORACE SMITH SCHOLARSHIPS: Applications may be obtained in the Spring from the Horace Smith Foundation located at the Springfield Institution for Savings, Springfield, Mass. Scholarships consist of loans and grants to graduates of Hampden County High Schools. Deadline for application: July 1 for entering freshmen and June 15 for upper classmen.

JAMES Z. NAURISON SCHOLARSHIP FUND: Applications are available through the college and the Third National Bank in Springfield. The Applicant must be a resident of either Hampden, Hampshire, Franklin, Berkshire Counties or cities of Enfield-Suffield, Connecticut. Deadline for application is May 1.

CITIZEN'S SCHOLARSHIP FOUNDATION OF WESTFIELD: Applications are available in the Spring of each year through the guidance offices of Westfield High Schools. Graduates of Westfield High Schools are eligible for these scholarships.

NOTE: All students applying for college financial aid *are required* to apply for BHE and BEOG programs.

EXPENSES

	Per Semester	Per Year
Tuition: In-State[1]	$150.00	$300.00
Tuition: Out-of-State[2]	300.00	600.00
Room Rent:		
Scanlon Hall	210.00	420.00
Dickinson Hall	290	580.00
Davis Hall	290.00	580.00
Lammers Hall	395.00	790.00
Board:	245.00	490.00
Reserve for Room Damage (once only)		25.00
Mattress Cover (once only)		3.00
Student Activity Fee	19.50	39.00
Student Union Fee	10.00	20.00
Library Development Fee	5.00	10.00
Athletic Fee	17.50	35.00
Health Fee	5.00	10.00
Placement Service Fee - (Seniors only)		5.00
Books and Supplies (Approx.)		180.00
Educational Services	5.00	10.00
Insurance (Approx.) (once only)		45.00
Laundry (Dormitory Students - Approx.) - one semester	31.00	52.00
Freshman Orientation - (once only)		18.00
Transfer Orientation - (once only)		2.00

(1) *In-State tuition* will be increased in January, 1976 by $100 per semester resulting in the following: $250 per semester or $500 per year.

(2) *Out-of-State* tuition will be increased in January, 1976 by $300 per semester resulting in the following: $600 per semester or $1,200 per year.

ACADEMIC POLICIES

ACADEMIC STANDING

All quality points are cumulative.

A student must maintain a ratio of 1.5 for all of the Freshman year.

A student must maintain a ratio of 1.75 for all of the Freshman and all of the Sophomore years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, and Junior years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, Junior, and Senior years combined. Those below a cumulative 2.0 at the end of the Senior year are not eligible to graduate.

All students who fail to achieve the required cumulative quality point average at the end of each academic year will be dropped from the College.

For Purposes of College Classification:

—A FRESHMAN is one who has not completed 30 credits.

—A SOPHOMORE is one who has completed 30 credits but not 60 credits.

— A JUNIOR is one who has completed 60 credits but not 90 credits.

—A SENIOR is one who has completed 90 credits.

For Purposes of Retention in College:

—A student who has TAKEN 36 credits or less must have achieved a 1.50 cumulative average.

— A student who has TAKEN 37 but not more than 72 credits must have achieved a 1.75 cumulative average.

A student who has TAKEN 73 or more credits must have achieved a 2.00 cumulative average.

SPECIAL STUDENTS: Special students are those students accepted as non-matriculants AND those who have taken 120 hours of credit.

TRANSFER STUDENTS: Transfer students are those who have attended a college other than Westfield State College and completed credits acceptable toward a degree at Westfield State College. Transferees are classified according to the category they fit based upon the number of credits that were accepted toward their degree requirements at Westfield State College.

Any and all cumulative point averages earned at other institutions prior to acceptance to Westfield State College *do not* reflect in a student's statistical average while at this institution.

The one exception to this rule applies in consideration of a student graduating with honors. In these cases, a student's four-year record will be judged and include all institutions attended. A student must have attended Westfield State College for a minimum of two years in order to be eligible for graduation honors.

ACADEMIC LOAD

The customary course load is 15 hours which permits a student to complete the academic program in four years. Students wishing to accelerate may carry up to 18 hours. Students who desire to take more than 18 hours may only do so with the approval of their advisor. Twelve credit hours per semester is the minimal full load.

The Day session courses are reserved for those students who register for a full load. In unusual circumstances, exceptions are allowed by the offices of the Director of Admissions and/or the Registrar.

Day Session students who choose, with the advice and consent of their advisors, to reduce their program below the prescribed full load will change their registration from Day to Continuing Studies and pay the additional appropriate fees. Part-time students lose their eligibility for dormitory space and cannot represent the College in co-curricular activities.

ACADEMIC ADVISEMENT

All students will be provided academic advisement regarding their academic program. At Westfield, this advisement concerns:

1. A suitable major program, minors and any changes in program of study.
2. Registration, semester by semester.
3. Assistance with individual courses.
4. Academic achievement, including honors programs.
5. Total number of graduation credits accrued.

To advise students, the College relies on:

1. The Department Chairpersons
2. Individual instructors, course by course.
3. Selected members of the faculty.
4. Members of the Student Personnel Department.

The Chairpersons of major departments are responsible for the advisement of students, for the selection of a suitable major, change of major, and registration. Designated members of the faculty assist the chairperson with this duty. Individual instructors assist those who require advisement and those who are failures and near failure. All chairpersons advise on the selection of suitable Core courses and electives.

PROCEDURES FOR PROGRAM CHANGES

All course of instruction changes originate with the Department Chairperson who will discuss the proposed change and counsel the student accordingly. The change must be approved by the student's Department Chairperson, his advisor, the instructor of the course, and the Registrar.

All course changes must take place within two (2) weeks after the start of classes.

The procedure is the same for the addition of a course to a student's program. Any and all course changes must be handled through the Registrar's Office.

Any proposed change of academic major must be discussed with both the present Department Chairperson and the Chairperson of the Department with which the student wishes to move. The change must be approved by both Departments involved and reported to the Registrar's Office.

A student who withdraws from a course of instruction during the first eight weeks of each semester from a fifteen (15) weeks course and during the first four (4) weeks of an eight (8) weeks course will receive a "W" signifying the withdrawal. The appropriate forms for the withdrawal procedure must be obtained from the Registrar's Office, signed by the course Instructor and returned to the Registrar.

ACADEMIC PROBATION

Academic probation occurs when the cumulative quality point average is too low for retention. The Registrar will issue a warning to the deficient student with notification of a one-semester time period for improvement to the mandatory level.

Students who are unable to reach the stated minimum cumulative average will be dismissed at the end of a school year.

No student is allowed more than two semesters on academic probation.

COLLEGE DISMISSAL

1. A student must be dropped from the College at the end of the freshman year if he falls below 1.0.

2. If a student receives failing grades (F) in three or more courses, he will be subject to dismissal at the end of any semester.

3. A student may be required to withdraw upon notification of his third non-consecutive probation-level semester.

4. A student who falls below the required cumulative average to remain in College is subject to dismissal in May of that year.

COCURRICULAR ELIGIBILITY

All students are entitled to eight semesters, summers excluded, of cocurricular eligibility. If a student requires more than four years (8 semesters) to be graduated from Westfield State College, he is no longer eligible for any semester of cocurricular activity in excess of eight.

Transfer students' cocurricular eligibility will be determined on the basis of their class status upon admission: Sophomores, six semesters; Juniors, four semesters; Seniors, two semesters.

EXAMINATIONS AND FINALS

Students are required to take all examinations at the time and place called by the instructor.

A final Examination is part of every course and must be completed by all registrants of a course unless it is physically impossible for them to attend. When a student misses the Final Examination, but has met all the other requirements of the course, the *Incomplete* grade is assigned. *Incomplete* becomes an *F* unless it is made up within four weeks of the scheduled examination date. It is the student's responsibility to contact his instructor and arrange to take a substitute examination for the missed Final.

Students must take every examination at the time and place assigned. If a student does not meet the requirements, the instructor may offer a "make-up" examination. "Make-up" examinations are to be taken within four weeks of the scheduled examination.

Extenuating circumstances which prohibit a person from complying with this policy will be judged by the individual professor. Time extension may be requested by the professor to the Registrar's Office when such is deemed worthy.

At the discretion of the individual instructor:

1. Seniors maintaining a grade level of A are not required to take Final Examination.

2. Juniors maintaining a grade level of A are excused from Final Examinations.

GRADES

The State Colleges, Westfield included, use a quality point system of:

A	—4.0	C	—2.0
A-	—3.7	C-	—1.7
B+	—3.3	D+	—1.3
B	—3.0	D	—1.0
B-	—2.7	F	—0.0
C+	—2.3		

Incomplete Grades—The grade of incomplete (I) is to be assigned according to State Policy only if at least 80% of the course work has been completed at the time of discontinuance. Further, Westfield policy states that the grade of *I* is to be assigned only to the relatively few students per term who have valid, approved reasons for their inability to complete the course on time. *I* is not assigned to a potential FAILURE.

The grade of *I* is not to be assigned unless accompanied by a written statement indicating the specific reason and the plan for the work to be completed. Extension time may be granted upon request made by the instructor to the Registrar.

Please Note: *I* becomes a failure unless satisfactorily completed during the four weeks following the last regularly scheduled class hour. It is the student's responsibility to see that the necessary work is made up.

QUALITY POINT SYSTEM

The cumulative quality point average is computed at the end of each semester.

The determination of quality points is made at the end of each college year. The points scored in all courses are averaged. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

Grades of "F" can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved Summer Sessions, or when possible during the regular college year.

ATTENDANCE REGULATIONS

The student classroom attendance regulations shall be determined individually by each member of the faculty who is responsible and accountable for stating these regulations clearly in writing at the beginning of each course of instruction.

CLASS CANCELLATIONS

In the event of inclement weather, classes may be cancelled. The announcement of such cancellations are made regularly by the area radio and television stations. School closings are usually announced early in the day.

DEAN'S LIST

In order to be cited by the Registrar on an honor roll known as the Dean's List, a student must have:

1. An average of "B" (3.3) or above during the semester.
2. No grades below "C" (2.0).
3. A program of at least 12 semester hours.

GRADUATION HONORS

Cum Laude — 3.30 to 3.59
Magna Cum Laude — 3.60 to 3.79
Summa Cum Laude — 3.80 or better

Students eligible for graduation honors must have attended Westfield State College for a minimum of two years (60 credit hours).

All transfer students in order to qualify for graduation honors must have all their collegiate academic credits computed to determine their cumulative quality point average.

TEACHER COMPETENCY AWARD

Students who have earned a 4.0 for student teaching are given the Teacher Competency Award. This achievement is noted on the student's permanent record.

WISDOM AND MERIT AWARD

Each year the Executive Committee of the Senior Class and the members of the Student Personnel Department select outstanding members of the Senior Class to receive the Westfield State College Wisdom and Merit Award. To be eligible, Seniors not only achieve academically, but also assist their class and the College in significant ways. The award carries the distinction of a permanent record on the official college transcript.

BLUE KEY AWARD

To provide recognition for worthy and outstanding students, Student Senate bestows the Blue Key Award. Each winner receives a traditional gold pin at the Student Senate Awards Assembly held annually in the Spring. The person who nominates a candidate for Blue Key submits a resume of qualifications to the Student Senate Executive Board or the Executive Board of his class. The candidates are elected by the Student Senate Executive Board and the Class Executive Board.

There are five awards given to each class. This award may be received only once during a student's college career. Requirements for election (based only on the current year) are as follows:

1. A minimum scholarship average of "C"
2. Support and service to the school in extracurricular activities such as dances, athletic events, student sponsored college affairs and clubs.
3. Rating of the candidate with his peers.
4. Initiative, ambition, and attitude while participating in the activities of the college.

CROSS REGISTRATION

Full-time undergraduate students who carry at least twelve (12) semester hour credits, but less than eighteen (18) semester hour credits may, with the written permission of the advisor and/or department chairman, enroll in courses offered by the Division of Continuing Education on a space available basis.

For such courses, full-time students pay the Division of Continuing Education at the full-time tuition rate, namely $10. per semester hour credit. If the academic load in the regular day division drops below twelve (12) semester hour credits, the students are obligated to pay tuition for continuing education classes at the regular rate of tuition of $25. per semester hour credit. Unless special permission is granted by the Academic Dean, the total academic load of a full-time undergraduate student cannot exceed eighteen (18) semester hour credits.

Full-time undergraduate students who enroll in courses offered through the Division of Continuing Education must register in the Continuing Education Office in order to be officially enrolled. They will be subject to all of the rules and regulations of the Division.

COOPERATING COLLEGES OF GREATER SPRINGFIELD (CCGS)

Westfield State belongs to a consortium of eight of the area's finest public and private institutions which has been specifically designed to enhance the educational experience through the use of cooperative programs. Known as the Cooperating Colleges of Greater Springfield (CCGS), the other member colleges are American International College, Bay Path Junior College, College of Our Lady of the Elms, Holyoke Community College, Springfield College, Springfield Technical Community College and Western New England College.

An agreement concluded by the Presidents of the eight member institutions makes it possible for a student interested in a course which is not offered at his own college to take it without an additional fee at any of the other seven colleges. His tuition fees at his own college will give him free access to any course at the other seven institutions of the C.C.G.S.

This expansion of the cooperative program, which already included use of library facilities, is evidence of the spirit of cooperation which has guided the C.C.G.S. since its establishment in 1971.

COLLEGE ACADEMIC PROGRAM SHARING (CAPS)

CAPS is a program designed to provide State College System students the opportunity to study at another College within the System in order to add a different or specialized dimension to their undergraduate studies. A semester or more on a different State College campus than the student's home college will afford the student who participates the chance to broaden his or her educational experience with a wider range of newly available faculty and courses. Through CAPS, a student may take from 3 to 30 semester hours of college credit at another State College without going through formal registration procedures and without a formal transfer credit approval process.

THE STUDENT

OFFICE OF STUDENT PERSONNEL

The Student Personnel staff is dedicated to individual student development, learning, and growth and, therefore, each Student Personnel Staff member is primarily responsible for facilitating these goals and for contributing to the entire academic community by:

1) Initiating desirable change;
2) Anticipating a variety of student needs;
3) Serving on a variety of College Committees;
4) Implementing programs and projects.

Student Personnel objectives are to work cooperatively with students, faculty, administrators, and service-support personnel in:

A) Establishing a commitment to serve others through volunteer service to the off-campus community; that is, helping community members do well what *they* feel is necessary to help them.

B) Developing an individualized and group approach to career planning and development for students.

C) Developing basic data regarding students at Westfield State College by survey or other means to determine better their needs for the improvement of student learning and personal growth.

D) Helping students deal more effectively with personal and social problems through counseling and other approaches.

E) Helping individual students and groups of students to utilize good decision-making processes (determining what information is necessary for sound decisions and how to get it; considering alternatives and consequences of various alternatives; making the decision, evaluating objectively the results of the decision; accepting responsibility for the results of the decision).

F) Providing an atmosphere and machinery on campus which assures the rights of each individual are respected and that each individual accepts responsibility for his actions.

G) Providing an atmosphere and situation on campus for students which is healthy and safe so that individual student energies and group energies can be devoted to creative learning and creative service to others.

H) Providing student services to enable student life on campus to run smoothly and permit students to become involved in those areas which will contribute most to their learning and personal growth.

I) As administrators, Student Personnel Staff plan, develop, research, and budget for the changing needs of the college student. They initiate as well as provide channels for effective change to be implemented.

ORIENTATION

Freshman Days: A three-day period of orientation for Freshmen is held on the campus prior to the opening of school in September. The program is held in two separate sessions during the last two weeks of August. One half of the Freshmen attend each session. All students stay in the dormitories during this program.

The program is designed to help students become acquainted with the Westfield State College campus, campus leaders, fellow classmates, faculty and administrative staff. Many topics are discussed, social activities are enjoyed and all formal admissions procedures are completed.

The program is conducted by upperclass students working under the direction of the Student Personnel staff. These students maintain a contact with the Freshmen during the school year.

Transfer Students and Returnees: A day of orientation for transfer students and returnees is held during the week preceding the official opening of college. The program consists of an assembly which serves as an introduction to the campus, meetings with major advisors, ID photos, the purchase of books and supplies, and a buffet luncheon.

HOUSING

On Campus — Approximately fifty percent of the student body resides on campus in one of four dormitories—two female, one male, one coed.

Each Residence Hall has an elected Dormitory Council which is the governing body within the Residence Hall. It provides leadership and develops policies for the Residence Hall consistent with overall College policies.

Dormitory Directors and assistants, housekeepers, and night-watch staff provide various student services. In addition, undergraduate Resident Advisors are employed by the College to assist in making dormitory and college life more reqarding and pleasant.

Off Campus — The College maintains a listing of available off-campus housing in the Housing Office and assists students in finding roommates and housing. The College Mini-Bus also provides transportation between many off-campus housing locations and the campus.

The College does not evaluate the off-campus housing available and is not party to any arrangements made between a student and a local landlord.

HEALTH SERVICES

Health Services are under the supervision of the Dean of Men and are available to all students enrolled at the College. Any employee may also utilize these services.

The infirmary is located in the East Wing of Scanlon Hall with access from the Parenzo Parking Lot. Twenty-four hour coverage is provided during the school year with beds for nine students available for overnight treatment.

A College Physician is on duty every day classes are in session from 8:00 A.M. to 11:00 A.M. He provides treatment for minor ailments and referrals on other problems. A working arrangement has been developed with several gynecologists in the area to provide services to female students.

Persons requiring emergency treatment, day or night, are transported to Noble Hospital by ambulance or by Campus Security Personnel.

DINING FACILITIES

All resident students are required to participate in the Board Plan which provides 19 meals per week during the academic semesters in Scanlon Dining Hall.

Commuting students may purchase the same Board Plan or pay for individual meals for a flat rate in Scanlon Dining Hall.

Bates Cafeteria offers breakfast, a hot lunch, sandwiches and snacks on an a la carte basis Monday through Friday.

Sandwiches and snacks may be purchased at the Student Union Snack Bar every day until 11:00 P.M.

VETERANS SERVICES

The Veterans' Affairs Office at Westfield State College stresses an individual approach to the veteran's problems, concerns and needs. The relatively small size of the student body enables us to provide answers and take action more quickly than on a large campus. The veteran entitled to various benefits and Westfield State College wants to see that you receive them.

The Veterans' Affair Office performs these services:

1. explanation of all benefits to which you are entitled.
2. follow-up on claims with the Veterans Administration.
3. provides a counseling service for day and evening students.

4. makes available several work-study grants in which a veteran may work from 100 to 250 hours per semester and receive between $250 — $625.

The veteran is entitled to:

1. tuition-free education at any state college if you are a Massachusetts veteran.

2. financial aid in the form of scholarships, loans, federal funds, and work-study programs. In addition, direct loans from the Veterans Administration of up to $600. per academic year are available.

3. tutorial assistance of a monthly rate of $60. to a total of $720.

4. college credit for service schools attended while on active duty.

COUNSELING

The Westfield State College Counseling Service is sponsored by the Psychology Department. Its major function is to meet the personal needs of the students. These needs include such concerns as vocational choice, feelings of depression, inability to relate to others, inability to be assertive, dating and changing sex roles. In sum, the service aims at helping students deal with any problems that may be hindering their development as a person.

The major approaches used in working with students center around individual and group counseling. These sessions typically last an hour to an hour and a half per week. In addition, the counseling service recently established a limited family counseling program whereby the student and his family may be seen together. This is particularly appropriate when certain problems and obstacles to a student's growth are part of his family context. All information is regarded as confidential.

A student may come to the Counseling Service through one of several ways. He may walk in on his own and ask for an appointment. He may be referred by a fellow student, faculty member, Dean or other personnel. A student is not required to come for counseling for any specific period of time. The agreement to continue is a mutual one.

The Counseling Center is located in the Science Building Room C 114. The Director of Counseling is also in the Science Building, S 134. Appointments are typically made through the Director. Students are usually seen between 8 a.m. — 5 p.m., however exceptions are made.

S.E.C.S. is a Sex Education and Counseling Service available to Westfield State College Students. The purpose of this group is to dispense information to fellow students who have problems of questions related to sex, i.s., physiology of sex, abortion, venereal disease, methods of contraception, problem pregnancies, sexual identity, gay awareness, and community resources, such as where to go for pregnancy tests, pap smears, V.D. tests, etc.

S.E.C.S. makes information available to the student from fellow students in a variety of forms including films, rap sessions, debates and lectures.

In recognition of the fact that personal problems cannot be put on a schedule, the S.E.C.S. student counselors are "on-call" at *all times*, by phone, by a tap on the shoulder or by a visit to the Counseling Center on Monday through Thursday evenings between the hours of 7:00 to 9:00. The Counseling Center is located on the first floor in the Science Building in Room C114.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 which took effect on November 19, 1974, assures confidentiality of education records containing information directly related to a presently enrolled student, a former student or alumni.

The institution, according to the "Act" may make public "Directory Information" about a student e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most previous educational agency or institution, unless the student specifically requests in writing that his/her prior consent be obtained.

A request made by students to suppress from public distribution the above mentioned information are to be made in writing annually, no later than October 1 of the academic year for which the information is being made public.

Further information on the Family Educational Rights and Privacy Act of 1974 may be obtained from the Dean of Students.

EXCHANGE PROGRAM

Westfield State College has a student exchange program with several colleges in the United States. The program started twelve years ago with East Central State College, Ada, Oklahoma and has expanded in recent years to also include the University of Alaska, Fairbanks, Alaska; Arkansas Polytechnic College, Russellville, Arkansas; Delta State University, Cleveland, Mississippi and the University of Wisconsin-Platteville, Platteville, Wisconsin.

The Program is primarily for Sophomores and Juniors and takes place in the second semester of the school year. The exchange is a direct one with all students paying their fees at their own institution. The only additional cost is a

portion of the transportation charges. All students having a 2.5 minimum cum average are eligible to apply, with selections made by a committee composed of classmates.

COMMUNITY SERVICE PROGRAM

As a State institution supported by tax dollars, the College has a responsibility to fulfill its basic educational mission by providing opportunities for both in-class and out-of-class learning. It also has responsibilities to the community in which it is located. The Community Services Program is a significant endeavor in which the purposes of the College and the needs of the community coincide. CSP is a program of student volunteer services to community agencies in the Westfield area. Opportunities for out-of-class volunteer services can provide students with supplemental learning to the classroom, practical application of classroom learning, opportunities to explore new career and vocational interest, emotional satisfaction, increasing one's market-ability, and opportunities to demonstrate one's ideas, develop self-discipline and experience growth.

Through the Student Personnel Department, the CSP maintains a liaison between students interested in volunteer service and community agencies. It counsels with students who wish to become involved, coordinates the contacts, maintains a file of community agencies and their requests for volunteers, develops general guidelines.

Anyone interested in the program should make use of the Service Request File maintained by the CSP located in Room E233 of the Student Union. The contact from the point of interest is then the responsibility of the individual who makes all necessary arrangements directly with community agencies. Every volunteer should recognize that the quality of involvement depends to a great extent on himself, and on his willingness to make a contribution. The College neither endorses nor disapproves of any agency. Each agency will interview interested volunteers and make its own determination on the volunteers.

ATHLETICS

Westfield State has a broad, top-quality program of intercollegiate athletics. A member of the National Collegiate Athletic Association (N.C.A.A.) Eastern Collegiate Athletic Conference (E.C.A.C.) and the Massachusetts State College Athletic Conference, Westfield State College has intercollegiate athletic teams in soccer, basketball, baseball, volleyball, lacrosse, cross country, track, tennis, golf, ice hockey, field hockey, gymnastics and softball.

CAREER PLANNING CENTER

Career planning services are provided for all Westfield State College graduates and undergraduates beginning in their freshman year. Students are encouraged to take advantage of these services all during their years at Westfield State College.

Seniors, however, must complete registration materials in order to activate their placement file and pay a five dollar fee which enables the Center to provide the following services:

1) Maintain candidate's placement credentials
2) Mail candidate's credentials to prospective employers and/or graduate schools
3) Provide candidate with information of employment opportunities
4) Provide candidate with information of graduate school opportunities
5) Maintain career resource literature
6) Provide career planning counseling
7) Arrange campus interviews
8) Issue periodic newsletters

Please note that this is not an automatic job search process nor does it guarantee professional employment. This job search process necessitates the initiative and sustained effort of the individual student working in cooperation with the Career Planning Center.

TEACHER EDUCATION

STUDENT TEACHING ABROAD

As part of their student teaching, teacher education students may request an eight weeks experience abroad. The program is sponsored jointly by the Center for International Education and the Massachusetts State College System. This student teaching abroad program permits young future teachers an opportunity to enrich their own cultural backgrounds while at the same time trying educational procedures in an international setting. The student teachers are placed in private, fully accredited English-speaking schools throughout the world. Many times the students are given an opportunity to live with host families while abroad.

To ensure that only the most capable and mature students are selected for this overseas experience the Education Department screens and recommends to the Director of Teacher Education each student wishing to make application. All students at Westfield State College are required to complete successfully an eight-week student teaching requirement prior to the experience abroad.

In the last four years Westfield State College has had ninety-nine students in overseas experiences in Brazil,

Canary Islands, England, Germany, Italy, Mexico, Rio de Janeiro, and Spain. In every instance these students had challenging as well as highly successful experiences.

ENVIRONMENTAL CENTER FOR OUR SCHOOLS (ECOS)

For the past four years in cooperation with the Springfield School Department a number of students have been selected to participate in the ECOS Program. This program provides outdoor field experiences within a variety of grades and subjects integrated with the school curriculum as it relates to Outdoor Education. Students are selected and screened for this experience and have completed successfully eight weeks of student teaching in a public school classroom or one of the laboratory schools.

URBAN EDUCATION (CUTE)

For the years 1973-74 Westfield State College under the auspices of C.U.T.E. initiated through Tufts University urban education classroom experiences. Selected students had an opportunity to work in cooperation with the Springfield and Holyoke School Departments having experiences as teacher aides and interns at the inner-city schools. Special seminars and materials were developed by a team of professors in order to prepare and monitor the program. The student teachers are selected from the applicants who seem to be professionally and personally prepared through the use of specialized materials, personal guidance, and orientation. This program is to be extended and incorporated in the regular professional courses for continuation in both elementary, secondary, and special education.

BILINGUAL-ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

These two programs were initiated in the Fall of 1974 as a specialization for teachers from kindergarten through grade twelve. Both programs are related to the general preparation of teachers at the various levels. Undergraduates who have this kind of preparation to teach non-English speaking children in the schools will meet certification requirements for the Commonwealth of Massachusetts.

PRACTICUM EXPERIENCE OFFERINGS

Westfield State College realizes that learning does not happen only within the confines of the traditional classroom. It is for this reason that the college offers a number of practicum experiences in various departmental areas in which academic credit is given for gaining practical knowledge. Practicum experiences exist within the Criminal Justice, English, History, Modern Foreign Languages, Psychology, Social Science, Special Education, Physical Education and Speech and Theatre Arts areas. The rationale for the various field experiences varies from department to department; for example, the English Department seeks to develop marketable skills for students who do not plan to teach, and the Psychology Department seeks to give students the practical knowledge of counseling which only firsthand experience can bring.

Students becoming involved in the practicum experiences must work on a project within their field, take on, in many cases, responsibilities commensurate with the development of such a project, and prepare a report on the results of their project to determine the number of academic credits to be awarded.

COURSES OF STUDY

Westfield State College offers courses leading to the Bachelor of Arts degree in Art, Economics, English, French, General Studies, History, Mathematics, Music, Psychology, Social Science and Spanish.

A Bachelor of Science degree is offered in Physical Education, Biology, General Science and Criminal Justice.

The Bachelor of Science in Education degree is offered in Elementary Education, Early Childhood Education and Special Education.

A student who desires to teach at the secondary school level must major in a subject area and complete the education requirements needed for certification by the Massachusetts Department of Education.

Westfield State College students may major in one of the following areas (see department course listing for specific major requirements):

Art	French
Biology	General Science
Economics	General Studies
Elementary Education - Early Childhood	History
Elementary Education	Criminal Justice
Special Education	Mathematics
Physical Education	Music
English	Psychology
	Social Science
	Spanish

Westfield State College students may minor in the following areas (see department course listing for specific minor requirements):

Secondary Education	Physical Education
Art	Geography
Biology	Physics
English	Social Science
General Science	Speech and Theatre Arts
History	Special Education
Mathematics	Philosophy
Spanish	Economics
French	Sociology
Music	Psychology

THE COMMON CORE

Background

The Common Core is the guide for a student's course of study. The foundations of the core are not individual courses of instruction; rather they are disciplinary forms. The goals of the core as expressed through its disciplinary forms can be seen as necessary ingredients for a cultivated, humane life. Rather than require specific courses of instruction, the core requires the election of courses within each of the following disciplinary forms:

1) the capacity to communicate clearly in one or more natural languages
2) the capacity for intellectual and moral criticism
3) an appreciation of the fine arts
4) an understanding of the machinery of state and its history
5) the capacity for social understanding
6) an understanding of natural science
7) an understanding of mathematical reasoning.

Explanation

One hundred and twenty credits are required for graduation. The requirements are divided into three segments, as follows:

I. *The General Core*

This segment is required of all students and includes the following:

English Composition	6 credits
Math and Science	9 credits
U.S. History	3 credits
Social Sciences	9 credits
Fine Arts	6 credits
Moral Judgment - Critical Thinking	6 credits
Total	39 credits

II. *Major Core*

Courses are prescribed by the department wherein the major is housed and may total forty hours of credit. For specific major program requirements, see departmental section.

III. *Elective Core*

Courses are selected by students depending on their own interests except for the major in elementary education/special education. A total of forty hours or more may be acquired in this category.

Course Listings

There are separate sections for each department and interdisciplinary major within the college. Departments are listed alphabetically; the interdisciplinary majors, that is, majors without departmental status or departmental staff, follow.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the withdrawal of scheduled courses.

The course numbering system is as follows:

100 - Lower Level Courses
200 - Upper Level Courses (Undergraduate credit only)
300 - Upper Level Courses (Undergraduate or graduate credit)
400 - Graduate Credit courses only

COMMON CORE OF STUDIES
WESTFIELD STATE COLLEGE

HUMANITIES

1) **Communication** (6 hours)

English
- EN 101-102 English Composition I & II

2) **Intellectual & Moral Crisicism** (6 hours - any distribution)

Philosophy
- PH 101 Introduction to Social & Political Philosophy
- PH 102 Introduction to Ethics
- PH 104 Classical Philosophical Issues

Literature
- EN 213 Major British Writers
- EN 215 Major American Writers
- EN 217 Modern American Literature
- EN 221-222 World Literature I & II
- EN 311 British Novel
- EN 317-318 Shakespeare I & II
- EN 323 Modern American Novel
- EN 328 Black American Literature
- EN 331 Study of the Short Story
- EN 334 Bible as Literature
- EN 343 Literature By and About Women
- EN 376 Modern British & American Poetry

Language
- LF 101-102 Elementary French I & II
- LF 103-104 Intermediate French I & II
- LF 107 Advanced Intermediate French + Majors/Minors (Does not count for credit in major)
- LG 101-102 Elementary German I & II
- LG 103-104 Intermediate German I & II
- LI 101-102 Elementary Italian I & II
- LI 103-104 Intermediate Italian I & II
- LS 101-102 Elementary Spanish I & II
- LS 103-104 Intermediate Spanish I & II
- LS 110 Advanced Intermediate Spanish I + Majors/Minors (Does not count for credit in major)
- LS 112 Elementary Spanish for Social Services
- LE 101-102 Hispanic American Culture I & II
- LE 103 Contemporary French Literature
- LE 104 Introduction to French Literature
- LE 106 Introduction to German Culture
- LE 107 Contemporary Italian Literature
- LE 108 Introduction to Italian Culture

3) **Appreciation of the Fine Arts** (6 hours-any distribution)

Art
- FA 101 Art Appreciation
- FA 102 Painting I
- FA 103 Drawing I
- FA 104 Fundamentals of Art

Music
- MU 101 Music Appreciation
- MU 102 Basic Music Theory
- MU 107 Music in America

Drama
- EN 104 Introduction to the Theatre

SOCIAL SCIENCE

1) **State and Local History** (3 hours - required by state law)

History
- HI 103 U.S. History and Government

2) **Social Understanding** (9 hours-not more than 6 hrs. in one area)

Economics
- EC 101 Introduction to Economics
- EC 102 Principles of Microeconomics
- EC 103 Principles of Macroeconomics

Geography
- GE 101 Principles of Geography

History
- HI 101-102 History of Western Civilization I & II
- HI 201 Medieval History
- HI 326-327 Intellectual History of Western Civilization I & II
- HI 328 Expansion of Europe & Imperialism

Political Science
- PL 101 American National Government
- PL 203 State & Local Government

Psychology
- PY 101 General Psychology

Sociology
- SO 101 Principles of Sociology

ANALYTICAL SCIENCE (9 hours - with at least one course in (1) and one in (2).

1) **Natural Science**

Physical Science
- PS 127 General Physics
- PS 101 Physical Science
- PS 103 Earth and Space Science
- PS 104 Geology
- PS 107 General Chemistry
- PS 111 Introduction to Physics
- PS 106 Astronomy
- PS 117 Physics for Musical Sound
- PS 119 Introduction to Optics & Photography

Geography
- GE 102 Physical Geography

Biology
- BI 102 Environmental Biology
- BI 104-105 Biology of Organisms I & II

2) **Mathematical Reasoning**

Mathematics
- MA 101-102 Fundamental Concepts of Mathematics I & II
- MA 103-104 Mathematics I & II
- MA 105 Calculus I
- MA 110-111 Math for Liberal Arts I & II
- MA 113-114 Math for Science Majors I & II

Logic
- PH 103 Symbolic Logic

Language
- LL 101 Introduction to Linguistic Analysis

ART

Arno Maris, Chairperson*
Patricia Conant
Justin Curry
Barbara Harris
Walter Korzec
Bernard G. McMahon
Soteris Roussi
Harry Weisburd

The fine arts program is designed to help the student achieve his ambitions in the visual arts. The main purpose of this program is to provide the student with a liberal foundation in the fine arts and prepare him for advanced study, career opportunity, or the field of education. This will be accomplished by advising the student to take courses most needed for his or her desired goal. Art faculty members are concerned in giving individual attention, direction, and guidance to all students in the fine arts program.

ART MAJOR

Major Core:	
Fundamentals of Art	3 Cr.
Color	3 Cr.
Art History	6 Cr.
Anatomy-Drawing	9 Cr.
Painting	12 Cr.
Pottery-Sculpture-Printmaking (at least 3 credits in each and 6 credits in one.)	12 Cr.
	45 Cr.

ART MINOR

To minor in art a student must take a minimum of 18 credits. It is advised that the student notify the art department chairman of his or her choice of minor.

The following are suggested areas of concentration:

Painting Minor	Fundamentals of Art	3
	Drawing	3
	Painting	6
	Art Elective	6
	Total	18
Sculpture Minor	Fundamentals of Art	3
	Drawing	3
	Sculpture	6
	Art Elective	6
	Total	18
Art/Craft Minor	Fundamentals of Art	3
	Drawing	3
	Art/Craft	3
	Pottery	3
	Art Elective	6
	Total	18
Pottery Minor	Fundamentals of Art	3
	Drawing	3
	Pottery	6
	Art Elective	6
	Total	18
Printing Minor	Fundamentals of Art	3
	Drawing	3
	Printing	6
	Art Elective	6
	Total	18

Students minoring in secondary or elementary art education are required to take 18 credit hours as stated below. Those interested in certification are advised to take a minimum of 6 credits of practice teaching.

Education Minor/Certification

Elementary:

Psychology of Learning
Principles of Teaching
Childrens Literature
Art Methods and Materials
Workshop in Crafts
Elective
Clinical Experience

Secondary:

Psychology of Learning
Philosophy of Education or
  Historical Foundations
Art Methods and Materials
Art Curriculum
Structures and Functions
Elective
Clinical Experience

During the school year there will be interviews and screening of eligible candidates.

Students within the college transferring to the art major program should use the same dates for acceptance procedures.

*On Sabbatical Leave for the spring semester 1976.

Conduct of interview and screening days:

Students must be at the college by 9:30 A.M.

9:30-10:30 AM — Drawing from a model

10:30-11:00 AM — Drawing stillife

11:00-11:30 AM — Tour through campus guided by art students

11:30 AM — Personal interviews

Students should submit a portfolio of at least 10 works of art. All works should be original. Drawings and prints should be matted. Paintings need not be framed. The art department prefers to view the actual works rather than slides, except when the art works are too large. Variety of media recommended.

Art majors will be available to serve as guides and to assist prospective students and their parents.

Interviews for applicants will be arranged directly through the Admissions Office.

ART HISTORY COURSES

FA 101 **Art Appreciation** 3 credits
This course introduces the student to the study of aesthetics and philosophy of art. It begins with a discussion of the fundamental ideas underlying all artistic activity and means of analyzing works of art. The major portion of the term is devoted to the investigation of significant styles and of outstanding creations of the art of each important period, from prehistoric times to the present. This investigation is done from the standpoint of purpose, form, content and techniques. Illustrated lectures are supplemented by assigned outside readings.

FA 316 **History of American Art** 3 credits
A study of the painting, architecture and practical arts in the United States from the period after colonial times to the present.

FA 317 **Classical Art** 3 credits
The chief artistic accomplishments of ancient Greece and Rome. Extensive study into the realm of Greek architecture, classical sculpture, Roman building and portraiture, as well as the minor arts.

FA 318 **Flemish Art** 3 credits
Study of Flemish and Dutch painting of the 14th through 17th century works of art, from Robert Campin to Peter Paul Rubens.

FA 321 **Contemporary Artists and Contemporary Art** 3 credits
Students will be introduced to the works and ideas of modern contemporary American artists since 1950 with reference to the influence of selected European modern artists. Museum trips are included.

FA 335 **Early Twentieth Century Art** 3 hours 3 credits
A study of modern movements in painting and sculpture from 1900 to 1940 including Fauvism, Cubism, Futurism and Surrealism.

FA 334 **Nineteenth Century Art in Europe** 3 hours 3 credits
A study of European painting and sculpture from the Romantic-Classical styles of David and Delacriox through the Post-Impressionism of Paul Gauguin.

FA 327 **Independent Study** 6 credits

STUDIO COURSES

FA 104 **Fundamentals of Art** 5 hours 3 credits
This course will consist of an investigation of the basic elements of art; line, color, texture, form and space. These will be explained in theory as well as practice. The expressive possibilities of a variety of materials will be explored.

FA 209 **Color Theory and Practice** 5 hours 3 credits
A studio course studying the interaction of color in theory and practice through experimentation with various color media.

FA 103 **Drawing I** 5 hours 3 credits
Study of form and space with special attention to spatial proportional relationships.

FA 301 **Drawing II** 5 hours 3 credits
Prerequisite: Drawing I (FA 103)
Drawing with concern for skeletal and muscular structure, the play of light and shade on human form, stylistic techniques.

FA 205 **Sculpture I** 5 hours 3 credits
This course provides an elementary consideration of sculpture form and composition through studies in clay and plaster. There is some work from the human figure. Techniques include armature constructions, direct building in plaster, and casting into plaster and other materials.

FA 305 **Sculpture II** 5 hours 3 credits
Prerequisite: Sculpture I
Continuation of Sculpture I.

FA 330 **Anatomy for the Artist** 3 hours 3 credits
A study of human anatomy including the bone structure, muscles and proportions. The course will utilize many anatomy charts, the skeleton and live models.
Brief Explanation: Student of the visual arts need an in depth study of human anatomy, but also student of drama dance may benefit from an understanding of the human body in movement.

FA 309 **Advanced Drawing** 5 hours 3 credits
Prerequisite: Drawing II (FA 301)
Continuation of Drawing II with emphasis on the movement of the human form and its relation to space.

FA 102 **Painting I** 5 hours 3 credits
Introduction to oil painting with particular emphasis on gaining information about the material itself (color, mixing, canvas preparation, preliminary drawing and general expressive potential of oil as a medium.) Considerable study in picture organization, still life and figure composition.

FA 202 **Painting II** 5 hours 3 credits
Prerequisite: Painting I (FA 102)
Painting in oil and related media with concentration on furthering individual expression through interpretation of still life, figure and landscape. Problems in space, form and light are also studied.

FA 203 **Painting III** 5 hours 3 credits
Prerequisite: Painting II (FA 203)
Introduction to varied techniques such as papier colle assemblage and watercolor with individual subject matter selection appropriate to each student.

FA 306 **Painting IV** 5 hours 3 credits
Prerequisite: Painting III
Individual projects will be carried out under supervision and will result in an exhibit of selected works.

FA 307 **Advanced Painting I** 5 hours 3 credits
Prerequisite: Painting IV
The student is assigned a particular studio area where he will be encouraged to develop, through his paintings, his own interests and individuality. Discontinuance of regular classroom instruction, replaced by period consultation and discussion.

FA 308 **Advanced Painting II** 5 hours 3 credits
Prerequisite: Advanced Painting I
The same individualization found in Advanced Painting I, with the important addition of a required thesis, in which the student should fully define and elucidate his intentions and directions in the light of his painting.

FA 207 **Watercolor Painting I** 5 hours 3 credits
The various techniques of watercolor painting will be demonstrated. Studio work will consist of painting with a variety of methods.

FA 204 **Pottery I** 5 hours 3 credits
An introduction to all phases of creative ceramics, ranging from handbuilt pottery to slab sculpture and mosaics. Emphasis will be on creative exploration of the many decorative, functional and aesthetic aspects of ceramics.

FA 304 **Pottery II** 5 hours 3 credits
Prerequisite: Pottery I
A continuation of Ceramics I with emphasis on wheel thrown pottery and the investigation and experimentation with glazes.

FA 201 **Printmaking I** 5 hours 3 credits
The basic techniques in intaglio and relief printmaking will be explored. The intaglio procedures of line etching, aquatint, soft ground will be introduced as well as relief printing media of woodcuts and collagraphs. Students will create a series of prints in the various techniques and will develop an awareness of the visual and technical aspects of an original print.

FA 303 **Printmaking II** 5 hours 3 credits
Prerequisite: Printmaking I
A studio course which will further explore and develop the techniques of intaglio, relief and/or planographic printmaking. The emphasis will be on utilizing the various techniques introduced in Printmaking I and developing a deeper understanding of the visual and technical aspects of an original print. The use of color in etching woodcuts and/or lithography will be required.

FA 314 **Relief Printing** 5 hours 3 credits
Prerequisite: Printing I
A studio course offering various methods of relief printing. The techniques covered in this area will be linecuts, woodcuts, cardboardcuts, wood engravings and gesse-cuts. The use of more than one color in a relief print will also be explored. The visual and artistic understanding of the above techniques will be emphasized.

FA 315 **Serigraphy** 5 hours 3 credits
Prerequisite: Printing I
A studio course dealing with the stencil printing process of serigraphy (silk screen.) This course will cover the basic processes in serigraphy which are paper, tusche, glue, cot or profilm, and the photographic techniques. The visual and artistic understanding of a serigraph print will also be emphasized.

FA 312 **Intaglio Printing** 5 hours 3 credits
Prerequisite: Printing I
This course will explore intaglio techniques not employed in Printmaking I. Engraving, mezzotint, drypoint, photo-intaglio and ink viscosity printing will be some of the areas introduced. Involvement with the intaglio media as a mode of expression will be emphasized.

FA 313 **Lithography** 5 hours 3 credits
Prerequisite: Printing I
A studio course dealing with the planographic techniques of lithography. The various drawing materials used in this medium will include crayon, tusche,

asphaltum, and the transfer method. The technical aspects of preparing, etching and printing the stone will be stressed. The visual and artistic understanding of an original print will also be emphasized. Color lithography will be introduced with various methods of registration.

FA 328 **Graphic Design** 5 hours 3 credits
Prerequisite: Fundamental of Art, Lettering and Layout
A studio course with emphasis on the integration of design fundamentals into graphic communicative forms. Students will be involved in problem solving experiences in various advertising media. Specific concentration will be on newspaper and magazine advertisement, brochures, television art forms and package design.

FA 206 **Lettering and Layout** 5 hours 3 credits
In addition to designing creatively with lettering, there will be planning layouts for advertising arts. Designs will be made for signs, posters, greeting cards, program covers, book jackets, product labels and containers and books or publications. Type form will be studied and used creatively in layouts. Other related areas include two and three dimensional displays and exhibits.

FA 329 **Illustration** 5 hours 3 credits
Prerequisite: Fundamentals of Art, Lettering and Layout
A studio course to introduce the many facets in the illustration field. Student will be involved in various problem solving experiences with concentration on the materials, techniques and reproduction processes used in magazine, books, technical and film illustration. The techniques of air brush and photography as illustrative media will also be explored.

FA 310 **Workshops in Crafts** 5 hours 3 credits
An introduction to a number of crafts and an opportunity to pursue one or two crafts as chosen. Woodwork, weaving, ceramics, enameling, puppetry and leather work are offered.

ART EDUCATION COURSES

FA 322 **Practicum and Introduction to Art Education Curriculum** 3 credits
A course in curriculum development at either the elementary or secondary level. It includes visits to area schools for the purpose of observations and art curriculum study.

FA 323 **Art Education Philosophy** 3 credits
An introduction to the history and philosophy of art education.

FA 324 **Art Methods and Materials (Secondary)** 3 credits
Understanding the use of art instructional materials and methods at the secondary level with particular references to the principles of teaching art.

FA 325 **Art in the Elementary School K-6** 3 credits
Studio experience with materials related to the art experiences of children. The emphasis will be on giving the prospective teacher a better foundation in understanding and working with art materials.

FA 326 **Seminar in Art Education** 5 hours 3 credits
The purpose of this course is to give the art teacher or art supervisor an inter-related art background by co-relating Art History, Art Appreciation, and art studio courses with art education.

FA 331 **Student-Teaching Art** 6 credits

BIOLOGY

J. Kenneth Taylor, Chairperson
Frank Bates
Gus Chrisanthopoulos
Arthur E. Driscoll
Joel C. Eberlin
Betty D. Harris
Irving J. Lepow
David A. Lovejoy
Sanat A. Majumder
James W. Phillips
Dawsie Pierce

Consistent with the belief that an understanding of biological principles is essential regardless of an individual's goal, the Biology Department offers, and will continue to offer, courses open to all students. In accordance with the ideals of a liberal arts degree, the biology major is designed to encourage examination of the Humanities, and Social Sciences as well as the Natural Sciences. Thus prepared, the student may seek gratification in a number of areas including: Education, Medicine and Public Health, Environmental Protection, Agriculture, Law, and Industry.

For many of these activities, preparation beyond the Bachelor's Degree is essential. The program is, therefore, designed to afford the student exposure to a range of interest areas. It is strongly recommended that the student majoring in biology enjoy the opportunity to experience course work in chemistry, mathematics, and statistics as well as in biology.

BIOLOGY MAJOR

Major Core: 40 credits total

Introductory Courses ..... 0-8 credits

Depending upon the background of the student, he/she may take two, one, or no semesters of introductory biology courses. If at all possible, incoming freshmen and transfer students who desire to be biology majors should consult with a member of the Biology Department to determine which introductory course(s) should be taken.

Intermediate and Advanced Courses ..... 30-38 credits

The upper level biology courses (200 and 300 levels) have been placed in one of four conceptual groups. Each student must select a minimum of one course from at least three of the four groups listed below:

Biological Interaction
- BI 203 General Ecology
- BI 204 Conservation
- BI 218-219 Economic Botany
- BI 225-226 Aquatic Biology
- BI 240 The Drama of Man and Nature
- BI 245 Environmental Legislation
- BI 307 Field Ecology
- BI 308 Tropical Ecology
- BI 321-322 Urban Ecology

Evolution and Systematics
- BI 216-217 Botany/Higher Plants
- BI 221-222 Vertebrate Zoology
- BI 223-224 Invertebrate Zoology
- BI 238-239 Botany/Lower Plants
- BI 243 Evolution
- BI 246-247 Microbiology I
- BI 303-304 Microbiology II
- BI 311-312 Systematic Botany
- BI 313-314 Plant Morphology and Microtechnique
- BI 316-317 Mammalogy

Energy Metabolism
- BI 231-232 Vertebrate Physiology
- BI 241-242 Plant Growth and Development
- BI 305-306 Plant Physiology
- BI 315 Electron Microscopy
- PS 209-210 Biochemistry

Cell Theory and the Theory of the Gene
- BI 205-206 Introduction to Genetics
- BI 207-208 Cell Biology
- BI 209, 211 Embryology
- BI 212-213 Histology I
- BI 323-324 Histology II
- BI 309 Selected Topics in Genetics

Seminar ..... 2 credits
Normally taken in junior/senior year(s).

BIOLOGY MINOR

18 credits in biology no more than eight (8) of which can be at the introductory (100) level.

COURSES

BI 101 Science for the Elementary School 3 credits
Direct experience with four modern elementary school science programs—Science Curriculum Improvement Study (SCIS), Elementary Science Study (ESS), Science - A Process Approach (S-APA), and the Minnesota Mathematics and Science Teaching Project (MinneMAST) with emphasis placed on the inquiry approach as well as product, process, and attitude goals. Opportunity is provided to experiment with these programs with both children and peers.

BI 102-103 Environmental Biology 3 credits
An introduction to selected ecological principles, and man's interrelations with, and effects upon, the environment.

BI 104-105 Biology of Organisms 4 credits
Consideration of the means by which representative plants and animals, including the human, solve problems associated with the maintenance of the individual and the species. Problems include gathering and digestion of food, gas exchange, circulation and regulation of the internal environment, reproduction, hormonal and nervous control, movement, and behavior.

BI 106-107 Inheritance and Development 4 credits
Introduction to the study of energy transformations, cellular reproduction, inheritance and the gene, and the development of plants and animals.

BI 113-114 Human Anatomy and Physiology 4 credits
Open primarily to majors in criminal justice and physical education primarily. Structure and function of the human body with laboratory experience in mammalian dissection and experimental physiology.

BI 203 General Ecology 3 credits
Denotes and studies physical and biological interactions and principles involved in functioning ecosystems. Includes measurement of local environmental factors and interpreting this data. The roles of energy, raw materials, plants and animals in successional community development are stressed. Frequent field experiences and one weekend field trip.

BI 204 Conservation 3 credits
Emphasizes the scientific basis for solving current environmental management problems of energy, soil, land solid wastes, water, air, and wildlife and integrates this with sociological, historical, economic, geographic, and political aspects. Each student gathers information and suggests solutions to a local environmental problem of his choice. Several field experiences and one weekend field trip.

BI 205-206 Introduction to Genetics 4 credits
Prerequisite: One year of 100-level Biology or Permission of instructor.
A course emphasizing the Mendelian mechanisms of inheritance, sex inheritance, human heredity, chromosome mapping, and populations genetics. Also included are methods for determining genetic probabilities and the analysis of statistical data.
Discussions correlate current genetic research with the above, particularly as it relates to pre-natal diagnosis of genetic abnormalities and the concept of eugenics in controlling gene frequencies.

BI 207-208 Cell Biology 4 credits
Prerequisite: Two semesters of Biology or one semester and Permission of instructor
A study of the structure, function, and life history of cells and their components. Consideration of relationships among cell organelles and between cells and their environments.

BI 218-219 Economic Botany 4 credits
Prerequisites: One semester of introductory Biology (100 level) or Permission of instructor.
A course about plants in relation to human welfare. Students will examine how, since the dawn of civilization, man has associated himself with plants as sources of food, fiber, forage, as well as medicines. Special emphasis will be placed on the intrinsic overlap between Ecology and Economy in today's world.

BI 221-222 Vertebrate Zoology 4 credits
Prerequisite: One semester of introductory Biology (100 level)
The evolution, identification, anatomy, and ecology of the vertebrates, excluding birds and mammals. Laboratory work will include dissection of representative specimens and identification of the local fauna.

BI 223-224 Invertebrate Zoology 4 credits
Prerequisite: One semester of introductory Biology (100 level)
The phylogeny, anatomy, life histories, ecology and adaptations of the invertebrate animals.

BI 225-226 Aquatic Biology 4 credits
Prerequisite: One semester of introductory Biology (100 level)
An introductory survey courses covering the biological, chemical, and physical considerations of inland extuarine waters with emphasis on the environmental relationships, identification, and natural history of indignous aquatic organisms. Considerable work is done in the field.

BI 231-232 Vertebrate Physiology 4 credits
Prerequisite: One year of introductory Biology (100 level) and one year of Chemistry or Permission of instructor.
Recognition and interpretation of the integration of function in the organ systems of the vertebrate animal in relation to environmental influences.

BI 209, 211 Embryology 4 credits
Prerequisite: One semester of introductory biology (100 level)
A study of vertebrate embryo development, including developmental patterns and the emergence of form and function as an expression of genetic endowment. Special attention is paid to the avian and mammailian morphogenesis.

BI 214-215 Histology I 4 credits
Prerequisite: Two semesters of biology or one semester and Permission of instructor.
Study of the microscopic structure and function of animal tissues with emphasis upon the mammal. An introduction to the basic principles of microtechnique.

BI 323-324 Histology II 4 credits
Prerequisite: Histology I (one year of chemistry advised).
Study of the microscopic structure and function of organs with emphasis upon the vertebrates. Laboratory experience will include histological, histochemical, and other appropriate techniques. Reading and discussion of selected papers from scientific journals.

BI 216-217 Botany-Higher Plants 4 credits
Prerequisite: One year of introductory biology (100 level) or Permission of instructor
A course describing the course of the evolution of the vascular plants as deduced from their comparative morphology. Emphasis is placed on the adaptive mechanisms which have allowed these plants to spread and diversify on land, and their subsequent importance to man.
Laboratory emphasis on plant anatomy, propagation, nutrient and tissue culture, and plant classification.

BI 241-242 Plant Growth and Development 4 credits
Prerequisite: Botany-Higher Plants or Permission of instructor
This course is project-oriented. Specific studies dealing with the physiology of germination, dormancy, growth-retardation, hormonal actions, tissue culture, and propagation will be taken up with corresponding short-term projects. Special considerations will be given to the effects of enviornmental pollution on plant growth.

BI 243 Evolution 3 credits
Prerequisite: One semester of Introductory Biology (100 level) and Genetics or Permission of instructor
The origin and development of evolutionary theory, evolutionary patterns of the past, and biogeography.

BI 245 Environmental Legislation 3 credits
Prerequisites: One semester of Introductory Biology (100 level) and at least one of the following: General Ecology, Conservation or Permission of instructor
A detailed examination of the need for, and biological basis for, the standards established by existing, or proposed, federal and state legislation. The lectures, which will deal with topics such as the National Environment Policy Act and the Water Pollution Control Act, will be supplemented by analysis and discussion of environmental impact statements and court decisions dealing with each of the topics covered.

BI 246-247 Microbiology I 4 credits
Prerequisites: Two semester of Biology or one semester and Permission of instructor
Designed to present to students interested in general science the broad considerations of morphology, physiology, and ecology of bacteria, yeasts, and molds. Laboratory work covers methods of sterilization, preparation of culture media, and aseptic handling of pure cultures. Type species of representative groups will be cultured and studied in detail with emphasis placed on their relationship to other groups and to man.

BI 233 Directed Studies 1-3 credits
Prerequisite: Permission of instructor
Independent study in biology with the student conducting a library, field, or laboratory research project under the supervision of an instructor. A total of six credits may be applied toward the undergraduate degree.

BI 234-237 Biology Seminar 1 credit
Prerequisite: Permission of instructor
Topics will vary depending upon availability of staff and student interests. Primarily for juniors and seniors.

BI 238-239 Botany-Lower Plants 4 credits
Prerequisite: One year of introductory Biology (100 level) or Permission of instructor
A course designed to explore the morphology, evolution, and functional activities of the non-seed plants, with emphasis on the Fungi and Algae. Material in-

cludes life cycles, and the ecology of these groups as they relate to their roles in maintaining the cyclical relationships between the living and non-living worlds: i.e., food chains, decay, sewage disposal, pollution. Laboratory work includes field trips whenever practicable and the collection and examination of living material.

BI 240 The Drama of Man and Nature 3 credits
Prerquisite: Permission of instructor
This course is designed primarily as an elective for all juniors and seniors who wish to explore newer perspectives with which to examine Man's place in Nature. The discourse will draw from our understanding of physical (cosmic, evolution, energy, entropy) as well as biological (ecology, genetics, evolution) and, eventually, will embrace pertient questions about Man in the inter-disciplinary context of his current predicament.

BI 303-304 Microbiology II 4 credits
Prerequisites: Microbiology I, General Chemistry.
A continuation of Microbiology I assuming competence in microbiological procedures and background. The physiology of bacteria, study of bacterial viruses, immunology, antibiotic production, and practical applications of bacteria, yeasts, and molds in soil and food microbiology.

BI 305-306 Plant Physiology 4 credits
Prerequisites: General Chemistry and any botany course.
This course deals with the fundamental physiological processes vital to plant life. Topics such as water regulation, photosynthesis, respiration, and development will comprise the bulk of the course-content. Special emphasis will be place on various experimental methods that include use of research equipment and statistical analysis. Each student will be assigned an independent research project at the beginning of the semester.

BI 307 Field Ecology 3 credits
Prerequisite: General Ecology
An advanced course in ecology with strong emphasis on field studies and related laboratory work. Topics will include techniques in observation, collection, and identification of organisms, and the physical and biological description of natural area. Several half-day field trips will be required.

BI 309 Selected Topics in Genetics 3 credits
Prerequisite: Introduction to Genetics
Readings and discussion of contemporary subjects in genetics; structure and syntheses of DNA; importance of RNA; the behavior of chromosome matter in meiosis; isolation and recognition of DNA and RNA and isolation of the genes; investigation of future developments.

BI 315 Electron Microscopy 3 credits
Prerequisite: Two semesters of introductory Biology
An understanding of the theory of electron microscopy and the structure of the electron microscope. The use of the instrument and the preparation of materials for observation.

BI 316-317 Mammalogy 4 credits
Prerequisite: One semester of introductory Biology (100 level)
The identification, classification, evolution, ecology, and physiology of mammals with emphasis on New England forms. Laboratory work will include an introduction to the common techniques used in mammalogy, experimentation, and identification of the skins and skulls of the local fauna.

BI 321-322 Urban Ecology 4 credits
Prerequisites: Two semesters of introductory Biology (100 level) and General Ecology
An examination of the interactions of humans and their structures (buildings, roads, etc.) and activities with the natural environment in an urban setting. Lecture topics will include urban climates, air pollution, and water supply and disposal. Laboratories will emphasize field experience.

CRIMINAL JUSTICE

Kenneth W. Bowser
Victor H. Ascollilo
Phillip D. Jackson
Alida V. Merlo

The Bachelor of Science program in Criminal Justice is a 120 credit-hour program. It is predicated on a common core of humanities, social science, mathematics, and physical science. The ultimate goal of the program is to develop among present and future employees of the criminal justice system an increased sensitivity to contemporary American society and an increased awareness of the role of law enforcement, courts, and corrections in the criminal justice system.

The course of study consists of both an extensive overview of the criminal justice system and an intensive examination of each of the major components of the system. The program is designed to service both those students who may elect to enter the criminal justice profession immediately upon graduation and those students who desire to continue their education via graduate studies in Criminal Justice.

The Criminal Justice core consists of 39 credits and is divided into three segments: 1) the introductory sequence; 2) the criminal justice electives; 3) the research/practicum sequence. All Criminal Justice majors will be required to take the 12-credit introductory sequence; 18 credits of Criminal Justice electives; and the 9-credit research/practicum sequence. 21 credits must be taken at Westfield State College.

Criminal Justice Core:	
Introductory Sequence	12 credits
Introduction to Criminal Justice	3 credits
Introduction to Corrections	3 credits
American Judicial Systems	3 credits
Law Enforcement and Society	3 credits

Criminal Justice Electives	18 credits
Research/Practicum Sequence	9 credits
Research Methods in Criminal Justice	3 credits
Metropolitan Studies	6 credits
Minor Requirements:	
Introductory Sequence (see above)	12 credits
Criminal Justice Electives	6 credits

COURSES

CJ 101 Introduction to Criminal Justice 3 credits
A survey of the American Criminal Justice System as a socio/political institution. The police, criminal courts, correctional and rehabilitative endeavors will be analyzed within the framework of empirical research development and perspectives of the social sciences. Required of all freshmen in the Criminal Justice majors.

CJ 201 Law Enforcement and Society 3 credits
Prerequisite: CJ 101
The structure and function of law enforcement agencies in contemporary society will be analyzed in their sociological context. Particular emphasis will be placed on the role of the police within the framework of the Criminal Justice System.

CJ 202 Introduction to Corrections 3 credits
Prerequisite: CJ 101
An in-depth examination of American Correctional System. Traditional punitive measures will be analyzed in relation to current reintegration alternatives.

CJ 203 Criminal Law 3 credits
Prerequisite: CJ 101
Source and function of criminal law. The law relating to various criminal offenses, including crimes against persons and crimes against property.

CJ 204 Criminalistics 3 credits
Prerequisite: CJ 101
Science of investigation of crimes, laboratory techniques, interpretation of data, elements of specific crimes.

CJ 205 American Judicial Systems 3 credits
Prerequisite: CJ 101
An examination of the development of law and the American legal system. The problems related to the meaning and uses of law; the organizational hierarchy of the courts, and the role of the courts in the criminal justice system.

CJ 301 Criminal Justice Administration 3 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
An appraisal of the organization and procedures within criminal justice agencies and consideration of the principals of organization and methods adopted by progressive agencies to insure effective criminal justice service to the community.

CJ 303 Metropolitan Studies 6 credits
Prerequisite: 18 credits of CJ including CJ 309 or Permission of instructor.
Senior Seminar, individual study, agency experience. Integration of an aspect of Criminal Justice in the field. An internship report will be required.

CJ 304 Contemporary Corrections 6 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
An intensive analysis of selected problems in institutional and community corrections.

CJ 308 Trends and Volumes of Crimes 3 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
The U.S. Department of Justice index crimes will be studied along with other crimes, which will be selected on the basis of their contemporary administrative significance and their effect on the Criminal Justice system in particular.

CJ 309 Research Methods in Criminal Justice 3 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
An introduction to scientific methodology as related to criminal justice. Focus on the development of hypotheses, data collection, data analysis and hypotheses verification. Attention is also given to basic statistical techniques appropriate for criminal justice research.

CJ 310 Juvenile Procedure 3 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
An examination of the underlying philosophy of juvenile justice and procedures used to process a juvenile alledged to be delinquent through the juvenile justice system; will focus on the differences between juvenile procedure and adult criminal procedure by examining recent court decisions and statutory law pertaining to juveniles.

CJ 311 Criminal Procedure 3 credits
Prerequisite: 6 hours of CJ or Permission of instructor.
A study of the administration of justice in the United States. Examines the Constitutional rights and legal protections extended to individuals accused of a crime from suspicion and arrest to the final disposition of the case.

CJ 312 Principles of Evidence and Proof 3 credits
Study of different types of evidence, relevance, the hear-say rules and its exceptions, impeachment and cross examination, privilege communications, etc.

ECONOMICS

P. I. Mathew, Chairperson*
Russell Bellico
John Darrow**

The Department of Economics offers a major and a minor in economics as well as a minor in finance.

*On leave of absence for the 1975-76 academic year.
**Acting Department Chairperson for the 1975-76 academic year.

The Economics major program, leading to a B.A. degree, is varied in its objectives and flexible in its analytical orientation. While the fundamental objective of the program is to facilitate students' insights into the regional, national and international economic issues, it is designed also to provide them with a sound analytical foundation for graduate study in economics, finance, business administration and related disciplines. Several business oriented courses such as accounting, corporation finance, financial management, and investment analysis are offered mainly for those who have a special interest in developing some of the useful analytical tools for financial decision making.

The baccalaureate in economics requires a minimum of thirty economics credits distributed as follows:

Required Courses

EC 102 Principles of Microeconomics
EC 103 Principles of Macroeconomics
EC 201 Microeconomic Theory
EC 202 Macroeconomic Theory
EC 220 Senior Research Seminar (A minimum of 'C' grade in the Senior Research Seminar is required for graduation in Economics.)

Electives

A minimum of five of the economics electives in 200 or higher level.

Students majoring in economics are expected to choose their electives so as to be able to specialize in at least two of the following areas of concentration:

(a) Economic Theory
(b) U. S. Economic Issues
(c) World Economic Problems, and
(d) Financial Management

Majors are assigned to a faculty advisor when they enter the program and are required to obtain the advisor's approval on their academic schedules.

The Economics minor program is intended for non-economics majors who choose to achieve some proficiency in economic analysis. It involves a minimum of eighteen credits in economics distributed as follows:

Required Courses

EC 102 Principles of Microeconomics
EC 103 Principles of Macroeconomics
EC 201 Microeconomic Theory
EC 202 Macroeconomic Theory

Electives

A minimum of two of the economics electives in 200 or higher level.

The Finance minor program is designed mainly for students with a special interest in developing some of the analytical tools for financial decision-making—either for employment or for graduate training in finance or in business administration.

The finance minor involves, in addition to Micro- and Macroeconomic Theory and Principles of Accounting I, a minimum of three courses to be selected from among the following:

EC 105 Principles of Accounting II
EC 203 Money and Banking
EC 206 Managerial Economics
EC 207 Corporation Finance
EC 208 Financial Management
EC 209 Investment Analysis

Most of these courses are currently offered only through the Division of Continuing Education.

Freshmen who are content with a very basic understanding of economics or the completion of a core requirement may take EC 101. Those who are likely to take more than one economics course are advised to begin with EC 102 and continue with EC 103 before taking courses in their specific area of interest. Students interested in developing the tools of economic analysis further may take EC 201 and 202 after the two basic courses.

COURSES

EC 101 **Introduction to Economics** 3 credits
An introduction to the analytical framework for explaining economic behavior and institutions forced upon societies by scarcity. The basic tools of analysis developed in the class will be used to study several contemporary issues such as economics of inflation, unemployment, environmental quality, slums and ghettos, poverty, etc. (Credits for this course will not be considered toward a minor or major in economics).

EC 102 **Principles of Microeconomics** 3 credits
Emphasis on the economics of the firm and resource allocation. Topics to be discussed include the price and output determination under pure competition, pure monopoly, monopolistic competition, and oligopoly; the resource market, general equilibrium analysis; and an evaluation of American capitalism.

EC 103 **Principles of Macroeconomics** 3 credits
An introduction to economic analysis with emphasis on the application of economic principles to an understanding of contemporary problems. Topics to be discussed include: the nature of a market economy; national income, employment and fiscal policy; characteristics of the American monetary and banking system; economic growth and international trade.

EC 104 **Principles of Accounting I** 3 credits
Prerequisite: Any one 3-credit course in economics
Development of a framework of concepts underlying the preparation of corporate financial statements which are useful to investors, economists, the general public, and other interested external parties. The balance sheet and income statement as conventionally reported by American corporations are studied as to methodology for their preparation, their interpretation, and their strengths and limitations.

EC 105 Principles of Accounting II 3 credits
Prerequisite: EC 104
Continuation of the emphasis in Principles of Accounting I upon corporate financial reporting to external parties. An introduction to the concepts underlying the preparation of accounting information which is useful to management in the planning and control of business operations.

EC 201 Microeconomic Theory 3 credits
Prerequistie: EC 102.
An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand and its elasticity, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the farm and the industry.
Lecture, discussion and exercise work.

EC 202 Macroeconomic Theory 3 credits
Prerequisite: EC 103.
Analysis of the level of national income, employment, price level and the rate of growth in the economic system. Includes analysis of consumption and saving, factors affecting private investment, prosperity and depression, interactions between money and national income, implications for public policy.
Lecture, discussion and exercise work.

EC 203 Money and Banking 3 credits
Prerequisite: EC 103.
The fundamental principles of money, credit and banking and their exemplification in modern currency and banking history, particularly that of the United States. Special attention is given to current conditions and problems.

EC 204 Introduction to Mathematical Economics 3 credits
Prerequisites: EC 102 and EC 103. One year of college algebra or Permission of instructor.
A study of the principal mathematical formulations used in economic analysis. Topics to be discussed include: elementary mathematical economics confined to the fields of college algebra and trigonometry; differential and integral calculus and its relation to the concepts of elasticity and production functions; and differential and difference equations and their employment in models of stable competitive equilibrium.

EC 205 Introduction to Econometric Methods 3 credits
Prerequisites: EC 102 and EC 103. One semester of statistics or Permission of instructor.
An introduction to quantitative methods in economics. Topics to be discussed include: probability; random variables; frequency functions, sampling; descriptive statistics; estimation and hypothesis testing; regression analysis; stochastic formulations of economic relationships such as consumption, production, and wage functions; systems analysis of these functions.

EC 207 Corporation Finance 3 credits
Prerequisite: EC 102; EC 104 or Permission of instructor.
An analysis of the financial structure of American business with major emphasis on corporate finance. Among the topics to be considered are: promotion, government regulation of security sales, stocks, bonds, and stock market, investment banking, corporate dividend and investment policies, security analysis, working capital, corporate capital structure, government regulation of financial policies and mutual funds. Some attention is given to broad economic problems such as the influence of corporate finance on prices, investment, saving, prosperity and depression.

EC 209 Investment Analysis 3 credits
Prerequisite: EC 102.
Examination of the investment problem, investment programs and procedures, the legal versus economic position of securities, analysis of financial statements from the investor's viewpoint, and the application criteria to specific vehicles of investment and speculation.

EC 212 Economics of Labor 3 credits
Prerequisite: EC 102
An examination of the theory of wage determination and labor markets. Economic basis of collective bargaining, including evaluation of criteria used for wage determination, effects of collective bargaining issues and procedures on the economy.

EC 213 Economics of Collective Bargaining 3 credits
Prerequisite: EC 102
Problems which arise from the process of collective bargaining are examined by use of the case method, texts, and readings. Labor contract negotiations, grievances handling, and labor arbitrations are analyzed. Mock grievance and arbitration hearings are conducted by the students. Extensive use of cases.

EC 214 Economics of Industrial Organization 3 credits
Prerequisite: EC 102
A study of modern business structure and organization, dealing primarily with the price policies and marketing practices of firms in imperfect markets. The development of public policy in the United States from its common-law origins; federal anti-trust legislation and its judicial interpretation; regulation of business practices through the Federal Trade Commission.

EC 215 Public Finance 3 credits
Prerequisites: EC 102 and EC 103
The role of government in attaining an efficient allocation of resources and an equitable distribution of income. Emphasis is placed on criteria for the evaluation and selection of public expenditure and tax programs including the problem of coordinating federal, state and local finance. Special attention is given to current policy issues.

EC 216 Economic History of Europe 3 credits
Prerequisite: Any 3-credit course in economics
A comparative analysis of selected problems in European economic history since 1750. Special emphasis will be given to the processes and repercussions of industrialization, the transformation of agriculture, the shifting role of Europe in the world economy, and the evolution of diverse relationships between state and economy.

EC 217 Comparative Economic Systems 3 credits
Prerequisites: EC 102 and EC 103
A comparative economic analysis of the basic theories underlying capitalism, socialism, communism and the typical variants of these economic systems. The actual systems as they are exemplified by modern American capitalism, British and Swedish socialism and the hybrid systems of India and other developing countries will be evaluated.

EC 218 International Economics 3 credits
Prerequisites: EC 102 and EC 103
Analysis of economic relations among various regions and of economic problems that arise from the division of the world into national states. Topics to be discussed include: international trade, the balance of payments and commercial policies with particular reference to the policies of the United States in the world economy, international agreements aiming at trade expansion and the development of underdeveloped areas.

EC 219 Development of Economic Thought 3 credits
Prerequisites: EC 102 and EC 103
Analyzes the content and limitations of contemporary economic thought in contrast with earlier theoretical systems. Traces the evolution of systematic economic thinking through the dual influence of internal logical development and the external social and intellectual environment. Central economic issues that are of current significance, such as price formation, distribution of wealth and income, population and international trade, etc., will be analyzed in historial perspective.

EC 230 Senior Research Seminar 3 credits
Prerequisites: Microeconomic Theory and Macroeconomic Theory
Training in the application of economic theory and measurement to specific economic problems of local, national or international significance and in the preparation of research papers. Class discussion of student reports and assigned readings dealing with issues of economic theory and policy. Under faculty guidance, students will select a topic, design a research procedure, and complete an individual or group project.

EC 301 State and Local Finance 3 credits
Prerequisite: EC 102
Analysis of state and local government revenue sources, expenditures and fiscal surplus. Proglems of intergovernmental fiscal relations are analyzed with particular reference to the State of Massachusetts in its fiscal policies.

EC 302 Economic History of the United States 3 credits
Prerequisite: Any one 3-credit course in Economics
A study of the evolution of the American economy from colonial times to the present. Changes in the structure of the economy are related to the rise and fall of organized economic groups, and their impact on economic as well as social and political institutions. The role of government in economic activity is carefully traced in this context.

EC 303 Economics of Development 3 credits
Prerequisite: Any 3-credit course in Economics
Examination and analysis of the major theories of economic development: "surplus labor," capital accumulation, historical and cultural approaches. Investigates principal policy alternatives: foreign trade problems, "choice technique," sectoral balance, education, land reform. Discusses issues in foreign aid and gives a limited number of country studies.

EC 304 Economics of Urban Development 3 credits
Prerequisite: EC 102
An introduction to the urban area as an economic unit. Emphasis is on theoretical and institutional explanation of factors determining the level and distribution of income, growth and stability, and the location of economic activity in metropolitan areas. Topics to be discussed include land use policies, housing, urban renewal, transportation, poverty, and efficient provision of goods and services.

EDUCATION

Loretta M. McHugh, Director of Teacher Education
Robert H. Jackman, Chairman
Gordon L. Jenkins, Coordinator for Special Education
Donald F. Landry, Coordinator for Elementary Education
John F. Nevins, Coordinator for Secondary Education
Joesph F. Comerford
Wanda Cook
Bernard J. Fleury
Bruce J. Gordon
Elizabeth H. Graves
Robert O. Guilbault
Louise K. Haas
Barbara A. Holland
Robert H. LaFlamme
Lawrence W. Latour
Jennie B. Lesniak
Alex S. Mackertich
Dewey McGowan
Joesph L. Pappalardo
Gerard J. Rivell
Robert Saisi
G. Frank Sammis
Murray M. Schwartz
Evelynn Shapiro
Edmond J. Skinski
Joseph J. Tobia
Edward A. Townsend
George E. Worle

Teacher preparatory curricula represent an integration of the various courses or course sequences offered by the departments within the college. For an individual to achieve professional status as a teacher requires the mastery of a number of interrelated competencies. Each department of the college, therefore, shares responsibility for the development of these competencies as well as contributing to their achievement.

The Department of Education carries primary responsibility for the following:

1. A curriculum for elementary school teachers.
2. A curriculum for teachers in special education.
3. A sequence of professional courses in Education for secondary school teachers.
4. Laboratory Schools at W.S.C.
5. W.S.C. Reading Clinic.
6. Transitional Bilingual Education—English as a Second Language.

ELEMENTARY EDUCATION

Elementary Education is committed to the preparation of students so that they can demonstrate excellence in their teaching. Through the major BSE program, a student has two years in which to acquire a broad base in the liberal arts areas. At the same time during these first two years, the student becomes reacquainted with practical work in the classroom through a teaching aiding practicum which helps to confirm his desire to enter the teaching profession. Concurrently, he can begin selecting courses in an area of concentration or in a minor of his own interest.

During the last two years, combined with the professional sequence, the students can expand his opportunities for a liberal education, complete his area of concentration and gradually become involved in a series of theoretical, simulated, and actual experiences preparing him for student teaching and ultimately the completion of his major in elementary education.

BACHELOR OF SCIENCE IN EDUCATION—K-3 and 4-6

TOTAL CREDITS — 120

COMMON CORE — 40 credits

ELECTIVES — 40 credits

At least 18 hours in an area of concentration or minor

MAJOR PROGRAM — 40 credits

Introduction to Teaching	2 cr.
Psychology of Learning	3 cr.
Philosophy of Education	3 cr.
Principles of Teaching	4 cr.
Teaching of Reading	3 cr.
Language Arts	3 cr.
Student Teaching	12 cr.
Electives in Education	10 cr.

EE 101 Improvement of Reading 1 Transcript Credit

This course provides students with an opportunity to improve their own personal skills in reading. In addition, through an analysis and application of study skills one can become more efficient in handling college work.

EE 102-103 Introduction to Teaching I & II 1 credit per semester

Assignment to two different school situations provide prospective teachers an opportunity to interact with individuals and small groups in classroom situations. Students visit with cooperating teachers on a one hour basis for a minimum of two semesters. As a result, students are able to determine whether they wish to enter the teaching field and at what levels they would like to teach.

EE 202 Tests & Measurements 3 credits

Underlying mathematical, psychological, and social principles pertaining to evaluation will be examined. Students will apply these principles to standardized and teacher-made tests, both individual and group, verbal and non-verbal, including variations such as criterion-, competency-, and performance-based testing. At all levels tests will be compared, reported and discussed giving reasons pro and con for educational decision-making. A Tests and Measurements Practicum experiences at various levels are utilized whenever possible.

EE 301 Principles of Teaching K-3 4 credits

Prerequisite: Psychology PY 102

Principles of Teaching is designed to provide the background for teaching and learning in the elementary school. The course demands the use of behaviorial objectives and competency in the lesson plan structure, unitary procedure, and in the establishment of learning centers. Included in the course are practicums which involve the students in observations and demonstration lessons, working as an aide in an assigned classroom, and micro-teaching experiences. Research reports, completion of prescribed in modules of work and written evaluations of classroom experiences are among course requirements. Illustrative materials and experiences are concentrated on learners in kindergarten through grade three.

EE 302 Principles of Teaching 4-6 4 credits

See description under EE 301.

Assignments, emphases and experiences are directed to learners in grades 4 through 6.

EE 303 Reading: Grades K-3 3 credits

Prerequisite: Psychology PY 102

This course focuses attention on the developmental reading process in the primary grades. Performance based modules aid the student converting reading readiness, work recognition, comprehension, and fluency skills into specific behavioral objectives and related instructional activities. Emphasis is placed on diagnostic teaching and tailoring instruction to the individual. The student will participate in practical exercises using various diagnostic tools, learning systems, and settings. Reading programs currently used in the public school systems are examined for the purpose of evaluation and methods of approach by the teacher.

EE 304 Reading: Grades 4-6 3 credits

This course explores the philosophy and psychology of teaching reading at the 4-6 level and provides opportunities for planning, preparing and teaching different aspects of a reading lesson such as vocabulary development - readiness - skill development - enrichment. Through a modular approach learning for mastery, self-pacing and observable behavior become significant procedural features interrelated to such topics as work recognition, comprehension assessment of reading levels, readiness for reading, and organization of reading programs. Reading programs for this level will be explored as noted in EE 303.

EE 305 Methods & Materials in Language Arts K-3 3 credits

Prerequisite: Psychology PY 102

This course is concerned with those developmental ac-

tivities that lead to skills and competencies in oral and written communication. Projects and activities focus on the development of skills in speaking, listening, spelling, handwriting, grammar and punctuation, as well as aesthetic activities that include poetry, creative dramatics, creative writing and choral verse. Lesson planning in the above activities and teaching mini lessons are important practical features of this course.

EE 306 Methods & Materials In Language Arts 4-6 3 credits
Prerequisite: Psychology PY 102
Similar to EE 305 but with special emphasis on skills for the upper grades, 4-6, in the areas of listening, writing, and speaking. Observation of lessons, planning, teaching and evaluating lessons provide for student involvement in practical situations.

EE 307 Philosophy of Education 3 credits
The stimulation of creative and critical thought concerning the nature and value of education. The course is designed to examine the kinds of political, moral, epistomological and theological principles which have been used to support various definitions of education and to consider critically the implementation based on these definitions.

EE 308 Kindergarten Curriculum 3 credits
The problems and principles of modern kindergarten education are identified for the students through lectures supported by observations, demonstrations, and assigned aide work in selected classroom settings. Use of developmental and manipulative materials, music and art experiences, the work and play periods, and the development of language skills of the young child will be emphasized in the curriculum content. Reading and number readiness practices will also be studied and evaluated. Units of work in science and social studies related to the world of the five-year old will be prepared as resource units to use as models for the teacher.

EE 309 Children's Literature 3 credits
This course is designed to provide teachers with a background of the major objectives and purposes for children's literature in today's classroom. Major emphasis will be given to the various types of children's literature, ways to share literature effectively with children, the use of media to encourage more reading, and establishing library centers within the classroom setting. Areas of specialization such as award winning books, key illustrators, poetry and traditional literature will also be included in this course. Actual experiences in storytelling will also be provided.

EE 311 Social Studies in the Elementary School 3 credits
This course is designed to require students to be active in examining the basic principles underlying Social Studies and to become aware of unifying concepts and generalizations related to the realities of how people live and interact. Examination of traditional and current Social Studies projects is a matter of concern. Concurrently production of materials and use of procedures promoting apt combinations of cognitive, affective and psychomotor behaviors are expected.

EE 312 Creative Writing for the Classroom Teacher 3 credits
This course is designed to aid the teacher in his own understanding of creative expression as well as to provide a better understanding of basic objectives, techniques, and means to foster creativeness within the actual classroom. A wide variety of creative writing experiences will be explored and identified as well as applied in realistic classroom situations. Creating a positive classroom atmosphere and environment for creativity and establishing learning centers will also be major goals of this course.

EE 313 Listening as an Aspect of Reading 3 credits
Prerequisites: Methods & Materials in Language Arts K-3 or 4-6
This course is designed to provide the teacher with a better understanding of listening as a vital area of the total language arts-reading spectrum. Listening, as a major learning tool, the various types of listening, the need to develop skills for listening, providing for meaningful experiences in listening, and creating the enviornment for more effective listening are major areas explored. Listening to learn and learning to listen will be emphasized. The course will also provide opportunities to develop resource materials for developing listening centers in actual classrooms.

EE 314 Innovations in Elementary Education 3 credits
Prerequisite: Student Teaching
This is a seminar-type course for students who have completed their student teaching. It includes examining and analyzing a variety of elementary school programs in existence today. As a result of observations made at schools where i.e., individualized instruction, outdoor education, team teaching, open classrooms, learning centers, and multi-age programs, students will design facilities, plan budgets, and develop curriculum for "their" school.

EE 315 Comparative Education 3 credits
This course offers descriptive and anlaytical examination of differing educational systems as existing in contemporary world society both of developed and developing nations. The focus is for the student to ultimately achieve deeper understandings of the American education system and the relationship of this system to its culture and tradition.

EE 316 Motivational Reading Techniques Through Various Uses of Drama 3 credits
This course deals with those activities that concern themselves with creative dramatics that can be integrated into literature and reading programs. Competence and performance achieved through assignments and projects that focus on creative dramatics, improvisations, role-playing, poetry, choral verse, and the adaptation of basal reader stories into play form.

EE 317 Analysis and Correction of Reading Disabilities 3 credits
Prerequisite: Reading K-3 or 4-6
This course is designed to instruct students in the K-3 and 4-6 sequences with the procedures, techniques, and materials used in diagnosing, prescribing, and remediating individual reading disabilities. Instruction in theoretical background is applied by the completion of a practicum experience with disabled readers.

EE 329 Introduction to Career Education 3 credits
Through this course concepts relating to Career Education will be defined. Developmental activities related to Career Education will be explored in order to implement present areas of concentration in the curriculum. Through an intergated curriculum learning activities which involve the occupational world and its facilities will be specified.

EE 333 Reading Clinic 3 credits
Prerequisite: Analysis and Correction of Reading Disabilities
This is a practicum designed to give each student an in-depth clinical experience in diagnosing, prescribing,

and remediating reading disabilities. Course participants will be required to define and manage a remedial program to ameliorate disabilities discovered through diagnostic procedures.

EE 334 Word Analysis Skills 3 credits
In order to teach independent word attack skills effectively to children, all students must themselves possess a comprehensive background of knowledges, skills and appreciations attendant to these skills. The objective of the course is to have prospective teachers demonstrate through daily instruction and practice that they have acquired the background as well as the skills of phonetic and structural analysis.

EE 335 Individualized Instruction in Reading 3 credits
Students study and develop techniques for implementing an individualized program in reading for the elementary grades. Included are the methods of diagnosing and assessing levels of competency of children, procedures for working in an individualized program, methods of evaluating progress and keeping records. This course examines the values of various approaches to individualized instruction, such as, programming, performance contracting and media oriented learning centers.

EE 336 Independent Study (K-6) 3-9 credits
Elementary Education majors are allowed to receive academic credit, at the rate of three (3) credits per semester up to a maximum of nine (9) credits, for engaging in independent study. Such study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Elementary Education and related fields in cooperation with a professor from Elementary Education.

EE 338 Student Teaching in the Elementary School I (K-3) 6 credits
Prerequisite: The Professional Sequence
In two different eight-week situations for five hours a day, students teach under the direction of experienced cooperating teachers and under the supervision of college professors. Guide lines for Evaluations are identified in the Westfield State College Student Teaching Handbook. Seminars for all Student Teachers are held with the faculty and college supervisor to help students assess their progress, integrate theory and practice and to provide guidance for lessons to be prepared and taught. No course work may be taken during the semester of Student Teaching. Students are placed at their level in preparation.

EE 339 Student Teaching in the Elementary School II (K-3) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 340 Student Teaching in the Elementary School I (4-6) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 341 Student Teaching in the Elementary School II (4-6) 6 credits
Prerequisite: The Professional Sequence
See description under EE 338

EE 347 Multi-Ethnic Literature for the Classroom Teacher 3 credits
Prerequisite: Children's Literature, EE 309
This course is designed to provide the teacher with a better understanding of multi-ethnic groups and their literature, including the African heritage and black literature in today's world, the American Indian heritages, and the Spanish-speaking heritages - Puerto Rican, Chicano, Mexican-American, and Central and South American. Emphasis will be placed on the multi-ethnic literature of today as well as the numerous influences from the past on all forms of children's literature.

SPECIAL EDUCATION

The Bachelor of Science in Education degree is offered in Special Education, which represents a program reflecting preparation in Special Education and General Education (Elementary, Secondary, Special Subject or Support certificate). This preparation program provides students with the opportunity to receive dual certification upon completion of the total program. Such certification will enable graduates to be eligible to teach in regular classes in the public school, and also to work with handicapped students in a variety of Special Education assignments encompassing the total (K-12) program. The Bureau of Certification, Massachusetts Department of Education and the Division of Special Education have reviewed and approved the program offerings. Students from other disciplines are encouraged to elect courses with the consent of the Coordinator of Special Education.

BACHELOR OF SCIENCE IN EDUCATION

SPECIAL EDUCATION

TOTAL CREDITS — 120

COMMON CORE — 40 credits

ELECTIVES — 40 credits
Under Advisement

MAJOR REQUIREMENTS — 40 credits

Education of Exceptional Child	3 cr.
Nature/Needs of the Mentally Retarded	3 cr.
Tests & Measurements	3 cr.
Career Education in Special Education	3 cr.
Methods/Materials in the Education of the Mentally Retarded	3 cr.
Guidance Services in Special Education	3 cr.
Maladjusted Child	3 cr.
Introduction to Learning Disabilities	3 cr.
Practicum in Learning Disabilities	3 cr.
Student Teaching in Special Education (Prerequisite—Successful Student Teaching Experience in General Education - 6 credits)	6 cr.
Electives Selected Under Advisement Supporting Special Education Major	7 cr.

SP 101 Education of Exceptional Children 3 credits
Attention focused upon the characteristics, needs, and problems of children who are atypical in one or more ways, and on the procedures employed in their care, supervision, and education. Emphasis is placed on educational planning and implementation.

SP 102 Nature and Needs of Subnormal and Unadjusted Children 3 credits
Prerequisite: SP 101
The causes, incidence, types of mental deficiency, as well as diagnosis and guidance of the retarded. Problems of adjustment in school programs, at home and in the community are stressed. The effect of retardation on learning and social interaction will be considered.

SP 301 Methods & Materials in the Education of the Mentally Retarded 3 credits
Prerequisites: SP 101 and 102
Curriculum resources, methods and materials for children with special needs are developed on the basis of diagnosed characteristics of mentally retarded children.

SP 302 Principles of Teaching Children with Special Needs 3 credits
Prerequisite: PY 102
See description under EE 310.
Emphasis directed to special classes for the mentally retarded grades K through six.

SP 303 Introduction to Special Education 3 credits
This initial course is offered not only for teachers of special classes but also for regular classroom teachers and others who serve exceptional children in any capacity within the educational setting. Concentration will be placed on the characteristics and problems of all types of exceptional children—the handicapped and the gifted— and special emphasis placed on appropriate identification of specific learning disabilities as well as essential educational adaptations and utilization of available resources. As designed, it will provide a comprehensive overview for general educators, including classroom teachers who work with a large number of children with limited exceptionalities. For individuals planning to specialize in educating exceptional children, it will introduce the many areas of special education. For others, it will provide a basic reference to information concerning the educational programming of exceptional children.

SP 304 Introduction to Learning Disabilities 3 credits
Prerequisite: SP 301
Survey of remedial education, factors associated with underachievement; general principles of diagnosis and remediation; diagnostic instruments and remedial resources. The course serves as an introduction to learning disabilities.

SP 305 Career Education for Children with Special Needs 3 credits
(formerly, Arts and Crafts in Special Education)
Prerequisite: SP 102
Non-academic activities that contribute toward the improvement of motor skills, sensory discrimination and aid in the improvement of self-concept, and prevocational experiences for exceptional children. Stress is placed on the evaluative process inherent in the arts and crafts program toward their rehabilitation and community placement.

SP 306 Guidance Services in Special Education 3 credits
Prerequisite: SP 102
Introduction to the role of the guidance process in Special Education. Emphasis is placed on the adjustment problems of students with handicapping conditions and their families. Methods and means of assisting handicapped students with personal, educational and vocational problems are studied.

SP 307 The Maladjusted Child 3 credits
Prerequisite: SP 102
Identification and modification of behavior of the emotionally and socially maladjusted child. The home, school, and community are considered in relation to the child's mental health.

SP 308 Nature, Needs and Characteristics of the Handicapped Child 2/3 credits
Prerequisite: SP 101
This in-service workshop acquaints participants with types of programs, curriculum modifications and various adjustment problems related to handicapped children. Utilization of existing community resources in the rehabilitation process are explored. (Note: For additional credit, participants will be required to complete individual surveys, evaluated studies and/or special studies in a limited area of interest, under the guidance of a designated staff member.)

SP 310 Practicum: Extreme Learning Disabilities 3 credits
Prerequisite: SP 304
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 311 Practicum: Teaching the Emotionally Disturbed 3 credits
Prerequisite: SP 313
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 312 Practicum: Teaching the Mentally Retarded Children
Prerequisite: SP 301 3 credits
Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Practicum experiences are planned individually. Students analyze, evaluate, and report on their experiences.

SP 313 Special Class Methods for Emotionally Disturbed Children 3 credits
Prerequisites: SP 102 and SP 307
This course includes programs, methods, curriculum, and materials used in the education of the child who is emotionally disturbed; the role of the teacher in relation to the other members of the team representing medicine, psychiatry, social work, and psychology; use of resources, records, and report; study of problems in organization and management.

SP 315 Student Treaching in Special Education 6 credits
Prerequisite: Permission of the Coordinator and completion of student teaching in a regular classroom for one eight-week period. See EE 338/340 and SE 309 for additional information.

SP 320 Curriculum Construction and Evaluation for Children with Behavior and Learning Difficulties 3 credits
A group discussion course structured to explore the problems of curriculum design, including process vs. content concerns. There will be an examination of school curriculum as an influence on children's learning and behavior, including an analysis of known intervention strategies. Specific attention will be devoted to curriculum evaluation methodology for children with behavioral learning difficulties.

SP 321 Developing and Administering Community-Based Group Homes 3 credits
This course focuses upon the procedures and methods of programming needed for providing a smooth transitional period from the various diverse settings to the actual semi-independent/independent community placement. The half-way house, alternative living facilities, sheltered workshop, etc. are discussed on a detailed basis.

SP 322 The Disadvantaged Child 3 credits
Discussion of children from various ethnic, cultural and linguistic backgrounds in terms of their physical, social, emotional, economic, psychological and educational needs. Emphasis placed on causal factors as well as factors affecting successful educational practice.

SP 323 Methods of Teaching the Disadvantaged 3 credits
An understanding of educational problems of the disadvantaged child. Techniques for organizing and providing Special Education experiences for students who are from deprived or culturally different backgrounds. Special problems include relevant teacher attitudes, experimental background, self-concept, language development and unique learning difficulties.

SP 324 Seminar: Early Intervention for Young Children with Special Needs 3 credits
Review of the basic curriculum areas as they relate to the development of readiness skills in Special Education. Discussion of concepts and topics pertinent to the education of young exceptional children. Application of learning patterns to the education of children with disabilities.

SP 325 Education and Training of the Substantially Handicapped Student 3 credits
Survey of characteristics and learning patterns of children with severe disabilities. Specialized programs, techniques and methods for teaching children with severe disabilities.

SECONDARY EDUCATION

Secondary Education provides the student with the basic tools for teaching in an academic discipline at the secondary level. Methods and techniques in the individual academic subjects are emphasized so the the student becomes skilled in the communication of the principles and concepts basic to the academic subject area. The program is structured so the student gains exposure to actual classroom situations from the beginning, usually not later than the sophomore year, and thus is better able to form a judgment regarding a future career in teaching. With emphasis on content in the academic discipline as a base and intense preparation in simulated and actual teaching situations, the student is equipped with the essentials for success in the field.

A student may elect to prepare for teaching at the secondary level in any one (or a combination of) the following areas: Art, Biology, English, Physical Science, History and Government, Mathematics, Modern Foreign Languages, Music, Physical Education, Psychology, and Social Science.

Students who elect the professional sequence follow a program that meets certification requirements in the United States and American schools abroad. Students who successfully complete the professional sequence are recommended by the Department of Education to the certifying officials of the Commonwealth of Massachusetts.

The preferred program is:

	Credits
Structure & Functions of Secondary School	3
Psychology of Learning	3
Philosphy of Education	3
or	
Historical Foundation of Education	3
Teaching & Learning: Secondary School	4
Student Teaching	6
Secondary Education Electives	6
	25

All courses in Secondary Education except *Teaching and Learning: Secondary Level* are offered for three (3) credits on an 8-week, double-class schedule. *Teaching and Learning* is a 4-credit interdepartmental course which meets on a 16-week, double-class schedule. The *Student Teaching* and the *Community Service Program* are 6-credit, 8-week courses which are offered twice each semester.

Those who plan to prepare for secondary school certification should know that:

It is strongly recommended that students take *Structure and Functions of the Secondary School* during the second semester of their freshmen year and at least by the close of their sophomore year to acquaint them with the roles (responsibility and authority) or the separate components that make up the secondary school system.

To be eligible for student-teaching the candidate must have the recommendation of:

his Teaching and Learning Team
his Academic Department Chairman
the Chairman, Department of Education

Students may elect an 8-week or a 16-week student-teaching experience.

Students may elect a second 8-week student-teaching experience in an overseas setting.

Freshman students who plan to follow the professional sequence in Secondary Education should make an appointment to see the Coordinator.

Secondary Education also offers a community service program. This 8-week 6 credit program provides field work for those students who wish to augment their teacher certification sequence with additional clinical experiences. Students not pursuing teacher certification are also eligible for this program.

COURSES

SE 101 Structure and Functions of the Secondary School 3 credits
Discussion of various aspects of the secondary school program including co-curricular activities, scheduling, fiscal procedures, legal responsibilities, public relations, systemic environment, and other areas of relationships and interaction. Emphasis will be placed upon the interdependence of the separate components of the modern secondary school and the role functions of the secondary school. On site visits to selected secondary schools, research projects (group and individual), and evening discussion panels with members of the various components will be part of the course requirements.

SE 201 Educational Philosophy and the Secondary School 3 credits
Study of the relationship between philosophic principles and the actual day-to-day practice of education at the secondary level. Discussion of basic philosophical questions; detailed description and analysis of the principal types of philosophical thought; appraisal of the impact of the major philosophies upon new practices as well as long-established procedures in secondary education.

SE 202 Student Evaluation in the Secondary School 3 credits
Appraisal of the development and significance of educational measurements as they relate to the secondary school student. Emphasis on uses and limitations of standardized tests; construction, validation, and limitations of classroom tests; analysis, interpretation, and utilization of test results.

SE 203 Teaching and Learning: Secondary Level 3 credits
Preparation for direct experience at the secondary level. In-depth study of the: evaluation of educational principles viewed empirically; basic needs of the secondary school student; determinants of attitude and motivation in relation to the secondary school student's immediate and long-range goals; general and specific teaching methods. Emphasis on flexibility in selection and utilization of teaching methods. Interdepartmental team teaching to include large groups, small groups, and individualized instruction. The student will be provided with pre-student teaching classroom observation and clinical experience.

SE 204 Contemporary Issues in Secondary Education 3 credits
Analysis of major social forces affecting secondary education. Exploration of various underlying educational policies, examination of contemporary social, cultural, economic, and political issues and their impact on the secondary school.

SE 205 Interpersonal Relations in the Classroom 3 credits
Examination and analysis of the theory and practice of interpersonal and group relations. Appraisal of the processes which produce greater awareness of oneself, heightened sensitivity to others, and improved human relations in classroom practice. Emphasis upon learning to deal with individuals and groups with greater understanding and skill.

SE 206 The Middle School 3 credits
An exploration of the ideas which underlie the conception, development, purposes, organization, and curricula of the middle school. Instruction and guidance functions will be considered in relation to the needs and characteristics of young adolescents.

SE 207 The Inner-City Secondary School 3 credits
Analysis of the recent socio-economic and cultural developments affecting secondary education in the inner-city. Factors which impede the teaching-learning process in the inner-city secondary school will be studied: poverty, migrations south to north and from country to city; technological change and its increasing demands on schooling; differences in culture and value systems; cognitive and linguistic disadvantages. On site visits to selected secondary schools will be part of the course requirements.

SE 208 Community Service Placement 3 credits
Involves eight weeks of field work experiences in selected area agencies which are applicable to the occupational interests of the student but does *not* lead toward teacher certification. Provides the student the opportunity to apply, test, evaluate, and intergrate in a responsible professional activity the knowledge, attitudes, and skills he has learned in the classroom.

SE 209 Teaching Reading in the Secondary School 3 credits
The psychology of the reading process will be presented through applying the basic concepts in the field of reading at the secondary level. Participants will examine the structure of word recognition, word study skills, evaluation within reading, critical reading; and rate and comprehension. Concurrently, students will examine developmental reading programs and apply procedures and techniques for teaching in the subject matter areas.

SE 210 Instructional Media: Secondary Level 3 credits
Introduction to field of audio-visual education designed to develop the student's skill in the use of a variety of instructional materials in the classroom. Emphasis will be placed upon both educational characteristics of the various materials and laboratory practice in the operation of instructional equipment. Students will be offered adequate opportunity to operate equipment, to develop materials of their own, and to do research in their areas of specialization.

SE 301 Historical Foundations of Education 3 credits
Discussion of the American school from the colonial era to the present—its ideas, movements, intentions, goals—in the context of other social movements to enable the student to better evaluate current educational problems and to be better prepared to participate in making educational policies that will further the needs of American society. Emphasis will be placed upon the historical development of the American secondary school.

SE 302 Curriculum Development in the Secondary School 3 credits
Discussion of the issues involved in program develop-

ment at the secondary level. Analysis of factors which aid or impede curriculum change, including philosophic bases, social-cultural forces, and other values underlying various approaches to curriculum development and revision. Examination of current trends in secondary school curriculum.

SE 303 **Methods and Materials in Driver Education** 3 credits
Examinations of teaching methods and materials utilized in the instruction of non-licensed drivers and licensed drivers seeking additional proficiency. Particular emphasis will be placed upon psychological and attitudinal problems of driver behavior through a combination of lectures, seminars, individual and group presentations, guest lectures, audio-visuals, and on-the-road instruction.

SE 304 **Introduction to Data Processing** 3 credits
Introduction to the basic rudiments of unit record and computer equipment, including both hardware and software used in data processing installations. Included will be an examination of programs used for administrative, instructional, business, and research purposes that require modern data processing equipment. Both old and new data processing techniques, with their associated advantages and disadvantages, will be examined in detail. Opportunity for viewing some of the equipment discussed will be possible both on and off campus. Guest speakers will be used when available for areas requiring more technical knowledge and equipment, such as *Shared time* programming. It is intended that this course will be of a familiarization nature rather than one which would lead to the acquisition of specific skills to be used in data processing.

SE 309
SE 310 **Student Teaching**
Involves eight-weeks of student teaching in a selected secondary school under the joint supervision of an experienced cooperating teacher and college supervisors. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher within a subject field. The student also participates in the seminars concerned with his/her teaching experiences.

Transitional Bilingual Education—English as a Second Language

PROGRAM

Dr. Loretta M. McHugh, Education
Dr. Wallace Goldstein, English
Mr. Raymond Ourand, Modern Foreign Languages

The Billingual Education Program at Westfield State College is designed to prepare students to teach in schools which have bilingual education programs, programs in which all pupils are trained to become proficient in a second language while continuing to develop skills in their native tongue.

Bilingual programs in the public schools require teachers who are fluent in the language of the pupil whose native language is not English. ESL (English as a Second Language) teachers, however, have acquired special skills in teaching English to pupils whose native tongue is not English.

Undergraduates and graduates who have completed certification requirements and who also complete the requirements of the college's Bilingual Education Program, and/or complete requirements for teaching English as a second language, will be certified to teach in these fields as well.

PROGRAM I

Preparation of teachers as Teachers of Transitional Bilingual Education (T.B.E.) Kindergarten through Grade Twelve.

Definition: A teacher of Transitional Bilingual Education is trained to teach a discipline to children whose mother tongue is not English. The following program presents neither a major nor a minor, but an option for those students interested in Bilingual and ESL teaching which follows the present guidelines of the Department of Education.

A. General:

1. In addition to the College core undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teachers.

2. Proof of a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture associated with the language other than English. At present the program is offered in Spanish only.

3. The statement attesting to the student's proficiency in the Spanish language and understanding of Hispanic culture will be given by a committee of examiners consisting of two members of the Spanish faculty of the Department of Modern Foreign Languages, one member of the Spanish-speaking community, and the Academic Dean of Westfield State College or his delegate.

4. Oral and written proficiency tests will be administered at the beginning and at the end of each semester. Based on the results of these tests, a student will be advised to enroll in Spanish classes designed to improve his proficiency in that language.

B. Additional Requirments for T.B.E. Teachers

Option A. Elementary

Methods and Materials in Biningual Education	3 credits
Student Teaching in Elementary School Bilingual Education	6 credits

Option B. Secondary

Methods and Materials in Bilingual Education	3 credits
Teaching Reading in Secondary School	3 credits
Student Teaching in Secondary School Bilingual Education	6 credits

Under advisement six to nine hours to be selected from the following electives:

Hispanic American Culture
Introduction to Linguistic Analysis
History of Latin America
African History
Cultural Geography

PROGRAM II

Preparation of Teachers as Teachers of English as a Second Language (ESL) Kindergarten through Grade Twelve.

Definition: An English, as a second language, teacher is trained to teach English language, literature and often culture to speakers who are not English-dominant. This teacher is trained specifically to teach English as a second or a foreign language.

A. General:

1. In addition to the College core undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teaching.

2. A demonstrated speaking and reading ability in English which meets the standards for proficiency as attested by Westfield State College E.S.L. Education Committee.

B. Additional Requirements for E.S.L. Teachers

Option A. Elementary

*Modern Foreign Language	9 credits
Introduction to Linguistics	3 credits
Structure of Modern English	3 credits
Teaching English as a Second Language	3 credits
Student Teaching in E.S.L. Class	6 credits

Option B. Secondary

*Modern Foreign Language	9 credits
Introduction to Linguistics	3 credits
Structure of Modern English	3 credits
Teaching English as a Second Language	3 credits
Student Teaching in E.S.L. Class	6 credits

Under advisement three to six hours to be selected from the following electives:

Modern American Literature
American Culture in American Studies
Language Culture Area Studies
Black American Literature
Major American Writers
Latin American Culture
Latin American Literature
Contemporary Latin America
African History
Teaching Remedial Reading

**Proficiency in a foreign language will meet this requirement. Equivalent courses may be selected in lieu of these nine credits.*

LABORATORY SCHOOLS AT WESTFIELD STATE COLLEGE

Dr. Loretta M. McHugh, Director of Teacher Education
Mr. Thomas McManus, Principal, Juniper Park School
Mrs. Evelyn Orlowski, Principal, Washington Street School

Westfield State College has presently two laboratory schools, Washington Street and Juniper Park. These two schools accommodate children in grades kindergarten through grade five. The teachers in each of these schools are master critic teachers who work cooperatively with members of the Department of Education. The laboratory schools serve as demonstration centers, as models for innovations in education, such as; team-teaching, learning centers, individualized instruction. Students observe as well as have opportunities to practice in different teaching settings.

The two laboratory schools are also used by other disciplines for observation and participation. Music, Art, Physical Education, and Psychology Departments have utilized the Juniper Park School for on-campus and long-term field experiences.

The Director of Teacher Education, an administrative position reporting to the Academic Dean, has the main responsibility for coordinating and supervising the campus laboratory schools. This responsibility includes; effecting a close liaison between the College, the City of Westfield school officials, the Commonwealth and the two laboratory schools. In addition, the Director is also responsible for ensuring Teacher Certification standards and procedures and for the coordination of student teaching. The Director and the chairperson of the Department of Education work in close cooperation to better coordinate the interaction of the various programs within and across the concentrations in education.

WESTFIELD STATE COLLEGE READING CLINIC

Dr. Robert H. LaFlamme, Director

The Reading Clinic regularly serves three functions. One is to provide diagnostic service, a second is in setting up viable remedial programs, and the third is to promote an interest in improving reading instruction at all levels.

To the extent that funds and staff permit, the following functions are part of the promotion of interest in improving reading instruction.

1. Sponsoring seminars and conferences on reading topics
2. Consultant service for school systems
3. Evaluation of reading programs
4. Research directed toward improving reading instruction

ENGLISH

Abe Delson, Chairperson
Edgar C. Alward
Amico J. Barone
George C. Camara
Porter D.H. Cole
George A. Curtin
Wallace L. Goldstein*
Robert R. Lehan
Celeste M. Loughman
Frank E. Mello
Margaret A. Moran
Edward C. Powers
Frank A. Salvidio
Susan M. Schneitzer
Philip C. Shepardson
Edward K. Spelman
Barbara A. Welch**

The English Department offers courses in writing, literature, language, speech, communications, and theatre arts. A major is offered with a concentration in literature, communications/journalism, speech/theatre arts, secondary school teaching preparation, and the teaching of English as a second language. A minor is also offered. All students are required to take one year of English during their freshman year. Most other courses are open to all students, regardless of major. Independent study courses may be arranged. The Department sponsors a chapter of the national English honor society, Lambda Iota Tau, and a chapter of Alpha Psi Omega dramatic honor society (Pi Psi cast).

English majors are required to take a minimum of 30 credits in English, in addition to English Composition. Also, a foreign language is required; 6 credits of any foreign language on the intermediate level satisfies the requirement. The requirement may also be met through the passing of an examination, CLEP or one conducted by the Department of Modern Foreign Languages.

The following courses are required of English majors with a concentration in literature and secondary school teaching preparation:

1. 3 period courses in English literature, at least one from each of the following groupings (9 credits):

Group A: Chaucer, Medieval Literature, Elizabethan Literature

Group B: Milton, Seventeenth Century LIterature, Eighteenth Century Literature

Group C: Romantic Literature, Victorian Literature

2. One course in Shakespeare (3 credits)
3. Nineteenth Century American Literature and Modern American Literature (6 credits)

Those preparing for secondary school teaching must also take Structure of Modern English.

Those English majors pursuing a concentration in communications/journalism must complete 12 credits in literature courses and 18 credits in communications/journalism, including:

a. One course in language, either Introduction to General Semantics (3) or Structure of Modern Language (3)

b. 15 credits from among any of these courses:Advanced Writing Techniques
Communications Media
Creative Writing
Dramatic Criticism
Feature Writing
Film Theory and Criticism
History and Development of Motion Pictures
Journalism
Literary Criticism
Playwriting
Practicum in English
Writing for TV

Those majoring in English with a concentration in speech/theatre arts must take Dramatic Literature, Theatre Arts, Fundamentals of Acting, History of the Theatre, and Theatre Practice. All majors pursuing this concentration, as well as minors in theatre arts, must also join the Footlighters Drama Club and participate in its activities for six semesters. This concentration will serve as preparation for those students who may wish to make a vocation of theatre, either as professionals or teachers. The study of history of the theater, dramatic literature and criticism, and those theories underlying theatre practice will aid in the development of the fundamental skills needed in drama and theatre, and enlarge the cultural scope of the prospective teacher, as well as the student of theatre.

Students expecting to teach in the secondary schools should follow a recommended education sequence. The education sequence is as follows: Psychology of Learning, Adolescent Psychology, Teaching English in the Secondary School, and Philosophy of Education or Historical Foundations of Education. Student teaching is usually done during the seventh semester.

The English Department is responsible for directing the TESL (Teaching English as a Second Language) Program, which prepares students to teach English to pupils whose native language is not English. English majors are able to pursue a concentration in TESL. Since special skills are required of teachers of English as a second language, additional courses are required. TESL teachers usually teach in schools having a bilingual education program. Requirements for students participating in the TESL Program appear in this catalog under Bilingual Education.

*On Sabbatical Leave for the spring semester 1976.
**On Sabbatical Leave for the 1975-76 academic year.

Of special interest to English majors is the offering of the Practicum in English. The Practicum offers a full-time off-campus work experience for credit that helps prepare English majors for vocational opportunities other than teaching.

COURSES

EN 101 & 102 English Composition I & II 6 credits
An intensive course in writing in the Fall semester. Fundamentals of writing are featured including rhetoric, syntax, sentence structure, paragraph development and the writing of complete themes. An introduction to literature comes in the Spring semester during which the various types of fiction, drama and poetry are studied. Emphasis is on writing themes taken from literature. The research paper is also studied. Successful completion of this course is a prerequisite for all other English courses offered.

EN 103 Speech 3 credits
A course that gives students an opportunity to practice the fundamental principles of oral communication. It includes experience in organizing and delivering various kinds of talks, participating in group and panel discussions, and evaluating speech habits. Voice quality, articulation and pronunciation are studied.

EN 104 Introduction to the Theatre 3 credits
This course will acquaint interested students with the origins and nature of drama, dramatic literature and, in general, with major historical periods of Western theatre. Moreover, the theory and practice of the theatre arts of playwriting, acting, directing, set and lighting design, theatre architecture, costuming and makeup, technical production and theatre management will be studied and considered in the light of their creative and cultural impact on playgoers and playreaders, past and present.

EN 213 Major British Writers 3 credits
Designed for non-English majors, the course consists of a study of the most prominent writers of English literature through representative selections.

EN 215 Major American Writers 3 credits
Designed for non-English majors, the course consists of a study of the most prominent writers of American literature through representative selections.

EN 216 19th Century American Literature 3 credits
The course surveys the major figures of the century from Poe to James. Attention is directed toward the cultural and historical context of our literature. This course is required of all English majors.

EN 217 Modern American Literature 3 credits
This course is a study of 20th century American literature in the light of significant social and literary trends. Featured are major authors from Dreiser through O'Neill to Hemingway. This course is required of all English majors.

EN 221 World Literature I 3 credits
A comparative study of literature in the Western world presented through lectures and the reading and discussion of masterpieces in translation. Included are such works as *The Aeneid, The Divine Comedy,* Greek dramas and selected works of Plato, Homer, Cervantes, and others.

EN 222 World Literature II 3 credits
A continuation of 221 featuring outstanding works in translation. Representative writers included may be Rousseau, Goethe, Balzac, Flaubert, Dostoevsky, Rimbaud, Gide, and others.

EN 223 Oral Interpretation 3 credits
This course will be geared towards aiding those students interested in broadcasting, acting, or teaching careers. In an informal group setting, the student will pursue the heightening and sharing of his own sensitivities in relation to a wide choice of written materials including drama, children's literature, documentaries, fiction, editorials, scripts, and poetry. At the same time, the course will concentrate on using and developing the full range of the voice as the vehicle to communicate the student's sensitivities and interpretations.

EN 225 Theatre Arts 3 credits
A course designed to give the student a better understanding of the art of the theatre as a medium of culture. Students will become acquainted with lighting for the stage, costume and stage design, and make-up. As a part of the course, students will have an opportunity to gain first-hand experience in working in play productions by participating in them.

EN 226 Theatre Practice 1 transcript credit
Designed specifically for those students who will take part in the major production of the semester, non-theatre minors included. As actors, stagehands or those participating in costume, scenic design or lighting, their work will be evaluated by the director of the production. All English majors with a concentration in speech/theatre and theatre minors are expected to register for theatre practice for at least six semesters.

EN 302 Introduction to General Semantics 3 credits
A study of the meaning in language, and examination of the basic relationships between language and the human beings who create, use, and respond to it. Special attention is given to critical concepts (e.g., syntactics, semantics, and especially pragmatics) and devices such as generalization, inference, indexing, abstraction levels, multi-valued orientations, etc. In short, fundamental aspects of communication.

EN 303 Introduction to Speech Pathology 3 credits
This course will acquaint the students with some of the diagnostic and therapeutic procedures and materials used in dealing with common speech disorders. Emphasis will be on the normal development of speech and language that may be deviant, i.e., articulation problems, stuttering, and functional voice disorders.

EN 304 Science of Speech and Voice 3 credits
An analysis of the scientific aspects of oral communication and a study of the normal and disturbed functions of the nervous system as these relate to speech, voice, language, and hearing. Anatomy and physiology of these mechanisms with emphasis on the physics of speech and the psychophysics of hearing will be stressed.

EN 306 Speech Reading and Auditory Training 3 credits
Prerequisite: EN 308
Theory and methods of teaching speech reading to children and adults; survey of classical speech reading procedures; emphasis on a combined approach of speech reading, auditory training and speech/language development.

EN 307 Speech Therapy Practicum 3 credits
Prerequisite: EN 303
Diagnostic and therapy techniques used with children and adults having speech disorders. Discussions, demonstrations, and laboratory practice. Includes consideration of, and practice with, individual and group therapy.

EN 308 Phonetics 3 credits
Introduction to phonetics as a science. Application of the International Phonetic Alphabet to the sounds of American English. Detailed analysis of vowel and consonant sounds. Standards of pronunciation. Study and transcription of American and foreign dialects. Use of the I.P.A. in speech and hearing disorders.

EN 309 Diagnostic and Hearing Testing 3 credits
Prerequisite: EN 306
Diagnostic and therapy techniques for children and adults with hearing disorders. Interview techniques and history taking. Special techniques for audiological evaluation of the non-verbal child; current medical and surgical correction of hearing loss; pure tone audiometry and audiogram interpretation essential to hearing testing.

EN 310 The Irish in Literature 3 credits
A study of writings by both Irish and American-Irish writers. Works will be considered in the light of late 19th & 20th century history and sociology. Authors to be represented include O'Casey, Joyce, Yeats, Synge, Behan, Hale, O'Connor, Farrell, Cleeve and O'Hara.

EN 311 The British Novel 3 credits
A reading and discussion of the major novelists from the 18th century to the present. The course is occasionally presented in the form of a seminar.

EN 312 Elizabethan Literature 3 credits
A study of the outstanding literature of this period (excluding Shakespeare) along with the thought reflected in such literature.

EN 313 Medieval English Literature 3 credits
A study of the outstanding English literature of the 12th, 13th, 14th, and 15th centuries (excluding Chaucer). Poems, dramas, sermons, and other prose works will be studied in the perspective of literary and historical traditions.

EN 314 Milton 3 credits
A study of the man and his works including *Paradise Lost* and selected poetry and prose.

EN 315 17th Century English Literature 3 credits
Literature of this period from Donne and Jacobean drama to Marvell and Dryden.

EN 317 Shakespeare I 3 credits
A study of the tragedies and early comedies of Shakespeare including some consideration of his sources, his use of Elizabethan ideas, and his theatre.

EN 318 Shakespeare II 3 credits
A study of the historical plays and later comedies.

EN 319 Victorian Literature 3 credits
A study of the prose and poetry of the major writers of the Victorian period.

EN 320 Chaucer 3 credits
Readings will include *The Canterbury Tales* and other selected works, with as much attention to Middle English as is necessary to an understanding of the texts.

EN 323 The American Novel 3 credits
Students will read at least one major work of fiction of a selected group of American novelists beginning with Henry James to writers of the present day. Reading will be both intensive and extensive.

EN 324 American Romaticists 3 credits
American historical and philosophical romanticism studied in the works of Irving, Cooper, Hawthorne, Poe, Melville and other writers of the period.

EN 325 American Fiction: The Romantic & the Gothic 3 credits
Prerequisites: EN 215, 216 or 217
This course will survey nineteenth and twentieth-century American works which explore unusual experiences and heightened states of consciousness; and show a fascination with the mysterious, the magical, and the melodramatic. Writers to be considered include: Charles Brockden Brown, Poe, Hawthrone, Melville, James, Lovecraft, Faulkner, Flannery O'Connor, and Vonnegut.

EN 326 American Realism 3 credits
This course is a literary and cultural analysis of American writing from the post-Civil War period to the turn of the century. Other movements will be studied (frontier interest, local color) but the realism of James, Twain, and Howells will be the major focus.

EN 331 The Short Story 3 credits
Extensive readings of short stories of various periods representing different countries. Special attention is given to the theme and form of each story.

EN 332 Romantic Literature 3 credits
A study of the prose and poetry of the major writers of the Romantic Age. This course satisfies the period requirement for English majors.

EN 334 The Bible as Literature 3 credits
An examination of the Bible's legends, folk tales, songs, and historical narratives in relation to classical mythology as seminal ideas and themes in English literature.

EN 335 Contemporary Literature 3 credits
A study of various types of literature of the 20th century and the influence of the period on such literature. Plays, different forms of fiction, and poetry are read and discussed.

EN 336 Contemporary Trends in Dramatic Literature 3 credits
Prerequisites: EN 366 or EN 370
To acquaint the student with theatrical trends in Europe and American and features outstanding plays by selected playwrights who have been influenced by the works of Artland and Brecht, Grotowski and the surrealists, as well as modern writers of dramatic theory. A study of play form and techniques will also be emphasized.

EN 337 Europe and Western Literature (Field Study) 3 credits
A course designed to make the best use of firsthand experience of the cultural legacy of Western Europe (performing arts, museums, historical sites, etc.) as a means of gaining further insight into the values, meanings, and styles of major literary works in Western Literature. Students will combine a two-three week period of organized and supervised travel in Europe with subsequent attendance at seminars and development of papers to articulate their newly acquired understanding of their readings of particular literary works.

EN 399 Literature of the 18th Century 3 credits
Students will study Swift, Pope, Jonson, and other major writers of the century.

EN 340 Modern Black American Literature 3 credits
An intensive examination of the Black literature of the modern period. Starting with DuBois, the course will cover the poetry, fiction, and drama of the major Black authors of our time up to, and including, Leroi Jones and Eldridge Cleaver.

EN 341 Seminar in Major British and American Authors 3 credits
A study of significant works by major literary figures. Each seminar will feature the works of one or two literary figures. The names of the figures will be announced in advance of the seminar and will be included in the course title.

EN 343 Literature by and about Women 3 credits
Prerequisites: EN 101 and EN 102 plus any course in literature
A consideration of literary works (in different genres and from different eras) which include stereotyped images of women. The course will examine writings by both male and female authors in an attempt to compare or contrast disparate visions of the woman in life roles.

EN 344 Studies in Satire 3 credits
A study of representative types of literary satire from Aristophanes to Vonnegut. Satire as it has emerged in different literary forms (poetry, novel, play) will be surveyed. The reading will include several novels.

EN 346 Creative Writing 3 credits
A course for highly qualified students interested in identifying and developing their special writing abilities. The techniques of writing fiction, drama, and verse will be studied.

EN 348 History of the English Language 3 credits
A study of the development of English from its indo—European origins to the present day, including an historical survey of changes in structure, sounds, and meaning.

EN 349 The Structure of Modern English 3 credits
A study of the origin and development of the English language with emphasis on its present structure and usage. Required of all English majors interested in becoming secondary school teachers.

EN 350 Teaching English as a Second Language 3 credits
A course designed to acquaint students with the theories of teaching English to those whose native tongue is not English. A study will be made of teaching the speech sounds and stresses, sentence structure, and vocabulary. Procedures for dealing with the special porblems of the non-native speaker will be stressed.

EN 351 Teaching English in the Secondary School 3 credits
Information and philosophy about teaching English to prepare the teacher to assess his own teaching and maintain quality instruction. Includes modern approaches to literary significance, varieties of usage, new approaches to the study of grammar, handling of written work, contribution of semantics, study of textbooks, observation of superior instruction, survey of professional organizations.

EN 352 Acting I 3 credits
Prerequisite: EN 225
This course consists of a study of the actor's creative resources, character and scene analysis, and methods of acting. Attention will be given to a detailed study of stage practice, sustaining emotional scenes, improvisation, effective characterization, action, gesture, and movement.

EN 353 Theatre Workshop 6 credits
A six credit course consisting of theory and practice as well as seminars in acting, directing, and theatre arts. In addition, participants will perform in six one-act plays, each of which will be staged at the college theatre.

EN 354 Vocal Techniques for the Stage 3 credits
Prerequisite: EN 225
Fundamentals of learning effective vocal production for the theatre, with special emphasis in areas of interpretation and character analysis, clarity and quality of voice for performance.

EN 355 Directing I 3 credits
Prerequisites: EN 225 and EN 352
A course in the process of play direction. Styles and techniques in directing will be emphasized with practice in the staging of scenes from representational plays.

EN 356 Stagecraft and Design 3 credits
Prerequisite: EN 225
This course will consist of a study of the visual elements of theatre, the theories of stage design color and line, and the building and painting of scenery. Consideration will also be given problems of lighting and make-up and their relationship to play production. An extension of Theatre Arts, but dealing more with theory.

EN 357 Acting II 3 credits
Prerequisite: EN 352
Working on a role. The creation of simple reality through listening, talking, body and voice control, and character justification as applied to actual texts; breakdown of the inner action and visual score of the role, including exercises and experiments in imagery and rhythm; scenes and one-act plays will be presented in class with class analysis and criticism as learning reinforcement.

EN 358 Methods of Teaching Speech and Theatre in the Secondary School 3 credits
Prerequisite: Departmental approval
Curricular and extra curricular application of dramatization in secondary schools; methods and materials for teaching Speech and Theatre in the

classroom, including voice, oral interpretation articulation and pronunciation, choral speaking, debate, and dramatic activities will be evaluated and implemented.

EN 359 Stage Movement I 1 credit
A study in modern dance techniques and how they apply to the actor. Exploration of the media of the body, including use of rhythm, dynamics, space, design, gesture, improvisation, and character delineation.

EN 360 Stage Movement II 1 credit
Prerequisite: EN 359
Continuation of Stage Movement I. More advanced techniques will be explored and further work will be undertaken in improvisation. Introduction to kinetic pantomime, and usage of the spoken word, together with dance and movement, will also be included.

EN 362 Research Seminar in Speech and Theatre 3 credits
Prerequisite: Departmental approval
Advanced research in Speech and Theatre, and mass communications, which will include guided individual study of an approved topic of research in speech, theatre and mass communications. Members of the department will assist and guide those students whose special interests coincide with the specialized areas of the instructors. Students majoring in Speech and Theatre will be required to take this course.

EN 363 Student Teaching and Seminar 6 credits
Prerequisite: Departmental approval
Classroom practice teaching in the disciplines of Speech and Theatre, usually involving with it production within the schools concerned with a play, workshop activity, assembly, debate, choral reading, verse choir, or musical production. Seminar discussion.

EN 365 Dramatic Criticism 3 credits
Prerequisite: EN 366
A study of historic and present day criticism of plays and movements in theatre. Attention will be given to theories of drama and playwriting.

EN 366 Dramatic Literature 3 credits
Prerequisite: EN 369
A critical evaluation of representative plays of the important periods of theater, including outstanding plays of Greece, Italy, Germany, Sweden, Spain, Russia, England, and the United States. An attempt is made to understand in-depth the influence of the times upon the plays and authors studied.

EN 367 Film Theory & Criticism 3 credits
A study of the basic theories of film communication, various film modes and structure. A development of basis for evaluation of films according to communicative and aesthetic values will be a primary aim.

EN 368 Directing II 3 credits
Prerequisite: EN 355
Function of the director as interpreter, organizer, teacher, stage manager in relation to the overall production; problems of involved physical staging, based on analysis of ground plan, interpretation, and craft procedures; relationship of the director to the set, lighting, and costume designers; special emphasis on creative interrelationship between the actor and director, as related to the interpretation and acting out of a play. Students will be required to direct at least a one-act play. Scenes and laboratory work with class analysis and criticism will be included.

EN 369 History of the Theatre 3 credits
An introductory course concerned with the historical development of the theatre. It will consist of a survey of the origins of Western theatre from Greece to the present time.

EN 371 Playwriting 3 credits
The techniques of the craft of playwriting. Students will have an opportunity to write one of the basic types of plays: a children's play, pageant, one-act or three-act. Individual conferences will supplement the class discussion and analysis of student writing.

EN 373 Communications Media 3 credits
This study is an examination of modern communications media and how the teacher can make use of them to present his message to the student, the parent, and the public. How to select the proper media for the message and preparation of the information will be covered.

EN 374 Jounalism 3 credits
An introduction to the technique of writing news stories, feature articles, and editorials, in addition to a study of jounalistic standards. Also included will be news editing, headline writing, copy editing, judging the news, and the editor and the law. Media covered will include newspapers, news magazines, television and radio news.

EN 375 History and Development of Motion Pictures 3 credits
A study of the evolution of the motion picture as an international art form and social force. Students will make an analysis of form, technique and impact of film. A selected screening of representative film styles and content will be made.

EN 376 Modern British and American Poetry 3 credits
The reading and discussion of the foremost English and American poets from Hardy and Housman to such contemporary verse writers as Eberhart, Spender, and Lowell.

EN 377 Feature Writing 3 credits
Prerequisite: Permission of instructor
Preparation of articles aimed at periodical markets. Analysis of markets. Designed to show the student not only how to write for publication, but also how to market material written for the non-fiction field.

EN 378 Writing for Television 3 credits
This course will show the student how to write for various aspects of this medium including creative public service announcements, educational documentaries, newscasts, promotional material, and copywriting in general. Students will write their own scripts utilizing actual professional script models. At least one field trip will be made to a professional studio.

EN 379 Independent Study 3-6 credits
Independent work in a field of special interest in either literature or language not covered by our regular course offerings. The student will be assigned a faculty member qualified to supervise the independent study project. The student must apply to the Department Chairman at least one semester in advance of the one during which he/she engages in the study and the project must be approved by the Department Curriculum Committee.

EN 380 Practicum in English 3-12 credits
A practical work-study program for English majors who want to gain real experience in on-the-job training such as television, radio, report writing, news writing, insurance underwriting, speech therapy, linguistic research, education, editing, public relations, and advertising. Students will participate for a stipulated period under professional supervision and will be periodically observed by college faculty. For 4 weeks (full-time), or its equivalent, 3 credits shall be awarded; for 8 weeks (full-time), or its equivalent, 6 credits shall be awarded; for 12 weeks (full-time) or its equivalent, 9 credits shall be awarded; for a semester (full-time) 12 credits shall be awarded.

EN 391 Speaking on Radio and Television 3 credits
This course will be directed toward those students interested in broadcasting careers or in heightening their awareness of the extensive contrasting oral approaches used in both media. Utilizing actual in-studio environs, individual instruction, and classroom involvement, the course will expose the student to all the varying speaking situations and the expertise needed. Some of the key areas to be covered will be general radio and television announcing and the differences between the two, interviewing style and techniques, narration, panel discussions, talk programs, newscasting,and sprotscasting.

EN 392 News Editing 3 credits
Prerequisite: EN 374
News selection, preparation and display. Editing to save space, to make the news meaningful, judging the news headline writing, the editor and the law.

EN 393 Investigative Reporting 3 credits
Prerequisite: EN 374
Training in the writing of background stories, situation stories, columns, news analysis, investigative techniques, and the art and craft of making news understandable.

GEOGRAPHY

John E. O'Shea, Chairperson
Anthony J. Bonacquisti
John J. Hibert
George Psychas
David E. Vincent

The role of the Geography Department at Westfield is to provide opportunities for students to become conversant with the unique way in which geographers view and analyze human organization and use of earth space. It presents a series of courses which include representative samples of the present thrust of the discipline. Geography's deep commitment to the scientific method in assessing the interrelationship between the physical and social sciences, the analysis of spatial distributions, and the role of culture in interpreting man's reaction with his environment makes it invaluable for the general, professional and liberal arts student.

GEOGRAPHY MINOR

Principles of Geography	3 cr.
Physical Geography	3 cr.
Cultural Geography	3 cr.
Economic Geography	3 cr.
*Geography of Africa (regional)	3 cr.
*Geography of Europe (regional)	3 cr.
*Geography of Anglo-American (regional)	3 cr.
Cartography	3 cr.

*Other regional courses may be substituted for those listed. Regional Geography courses are ideally suited for independent study.

A total of eighteen hours would be required. Principles of Geography would be a prerequisite and Cartography and a Staff Seminar required of all students.

The Geography Department at Westfield is a member of the Massachusetts State College Association for Geography, Earth Science and Planning which under the CAPS program promises opportunities for students to add specialized dimensions to their undergraduate work in these areas through visiting lecturers and attendance for various periods of time at one of the other state colleges. Students interested in majoring in these areas are urged to confer with the Chairman of the Geography Department at Westfield.

COURSES

GE 101 Principles of Geography 3 credits
This course will give the student an understanding and knowledge of major world patterns, the ability to read and interpret maps, and the understanding of the ideas involved in the natural environment, man-made relationship, and the world-wide interdependence of societies.

GE 102 Physical Geography 3 credits
Analysis, through a conceptual approach of regional landform development, climatic patterns, vegetation distributions, soil groupings and factors influencing the location of major economic minerals. The man-land relationship will be emphasized. Extensive use of maps.

GE 103 Cultural Geography 3 credits
An analysis of the man-land relationship as evidenced in the variety of culture worlds that exist. Special emphasis on growth of knowledge and population as well as the invention and diffusion of ideas.

GE 201 Political Geography 3 credits
A study of geographic influences upon the arrangement and evolution of modern states. Dependent, independent and interdependent political units will be systematically analyzed and evaluated using selected elements in cultural-physical geography. Case studies of world problem areas will be accomplished.

GE 202 Introductory Cartography 3 credits
A laboratory course which is designed to survey the field of cartography. An analysis is made of early map projections and the evolution of modern mapping techniques. Map intelligence, maps and aerial photo interpretation will constitute a significant portion of the course. Emphasis will be given to the interpretation of data spatially. Each student will be introduced to the cartographic process and participate in the design, production and reproduction of various graphics.

GE 203 Economic Geography 3 credits
An analysis of basic economic activities and the ways in which environmental factors affect them. Major emphasis is given to the differences between economies of abundance and economies of scarcity, with special emphasis on present world resource problems. This course may be taken as part of the requirements for Economics majors with the permission of both departments.

GE 204 Geography of Europe 3 credits
A regional geographic study of physical, economic, cultural and political patterns of Europe (excluding the U.S.S.R.). Population patterns will be evaluated via sequent occupance studies. Assets and liabilities of individual states will be evaluated and discussed in an attempt to promote a better appreciation of the geographic structure of Europe.

GE 205 Geography of Africa 3 credits
Prerequisite: GE 101
A regional, physical and cultural geographic survey of Africa. A study of the distribution of land and people, physical environment, resources, settlement and economic development. Special emphasis will be given to cultural elements. A geographic interpretation of the political and economic problems of emerging African States will be considered.

GE 206 Geography of Anglo-America 3 credits
A physical and cultural survey of Anglo-America. A geographic interpretation of the settlement, resource development and problems of Anglo-America.

GE 301 Seminar in Geography 3 credits
Prerequisite: 12 credits of Geography
This seminar will be conducted by members of the Geography Department and will include guest lectures. It will focus on geographic methods, the interdisciplinary nature of the discipline, methods of inquiry and present trends. This course is required for Geography minors.

GE 303 Geography of Southeast Asia 3 credits
Prerequisite: Permission of instructor.
An analysis of the physical elements of Southeast Asia in relation to population patterns, economic activities, and political patterns makes up this geographical study.

GE 304 Geography of Southwest Asia 3 credits
Prerequisite: Permission of instructor.
This course is a study of the regional and cultural environment of Southwest Asia and related regions. A regional examination of man's relationship to landforms, climate, and resources will be made. Emphasis will be given to recent economic developments and cultural political problems.

GE 311 Regional Geography of Latin America 3 credits
Prerequisite: Permission of instructor.
A study of the Latin American countries with emphasis upon description, and analysis of physical, cultural, and economic aspects relating to current problems and future development.

GE 313 Regional Geography of New England 3 credits
Prerequisite: Permission of Instructor.
A study of the various physical features of New England landforms, climate, soil, and vegetation, with an examination of natural resources and manufacturing. Much of the emphasis will be upon economic changes through time from early settlement to the present.

GE 314 Regional Geography of North America 3 credits
Prerequisite: Permission of instructor
An analysis of the cultural and economic activities of the peoples and nations of North America, with emphasis on physical patterns and urban growth.

GE 316 Regional Geography of Europe: Summer Field Study in Europe 3-6 credits
Prerequisite: Permission of instructor.
A geographic survey of the European realm. Examination of natural resources, population, landforms, climate, agriculture and industry. Special consideration to be given cultural aspects and opposing political and economic blocs.

GE 317 Urban Geography Seminar 3 credits
Prerequisite: Permission of instructor.
A study of the urban setting through a geographical analysis of its social, economic, demographic, political and environmental problems. The structure of the course will allow the student to conduct independent research in those areas where his main interests lie. Independent research will be prefaced with a short history of the origin, growth development and spread of urbanism.

HISTORY AND GOVERNMENT

Peter B. Bulkley, Chairperson
Robert T. Brown
Robert L. Brady**
Weston A. Dyer
Frederick F. Harling*
Lester T. Hutton
Martin Kaufman
Erika E. Pilver
Andrew Raposa
Catherine B. Shannon
Elizabeth S. Teall
Frederick R. Twenter

*On Sabbatical Leave for the fall semester 1975.
**On Sabbatical Leave for the spring semester 1976.

The major in History is designed to provide a breadth of preparation for graduate studies in history and related disciplines, careers in law, government service, museum or archival work, social work and most general management positions.

The department offers a number of opportunities for students to obtain fieldwork training and academic credit through its internships in History and Government. Students are placed in a museum training project at Sturbridge Village, as staff assistants with state legislators and in local government. In addition, nearly all state agencies are available for interns through the Massachusetts Internship Office. The department also offers extensive archival, research and restoration projects in local history.

Among the projects carried out by the History Department are summer archeological digs in Western Massachusetts colonial sites, and a variety of Bicentennial Projects in conjunction with local historical societies. The most amibitious of these is the cataloging and microfilming of local historical records. Students receive academic credit for participation in these varied projects extending beyond the classroom.

In addition to the history major the department offers a minor in Political Science and a pre-law concentration.

Major Core:

Two courses in each of the following areas: American History, European History, Non-Western History	18 credits
Two Courses in Research & Seminar	6 credits
Four Courses in History Electives	12 credits
Free Electives	44 credits

COURSES

HI 101 & 102 History of Western Civilization I & II — 3 credits each
An introductory two semester course tracing through ancient, medieval, and modern history, the origins, evolution, and consolidation of Western Civilization. A consideration of the origins of Western Civilization as found in the archaic civilizations of Egypt and Mesopotamia and the classic civilizations of both Greece and Rome. The course will tract the development of Western Civilization from the Feudal Age and the rise of the National Monarchies, to the Renaissance and Reformation. A thorough examination of the growth of nationalism and the coming of revolution and world wars of the Twentieth Century will conclude the treatment of the History of Western Civilization.

HI 103 United States History & Government — 3 credits
A survey of the United States history tracing the growth of American institutions and interpreting periods and events of important national significance. Consideration will be given to the causes and results of wars, presidential administrations, great issues which have arisen, and changes in governmental attitudes.

HI 201 Medieval History, 300-1350 — 3 credits
The insitutional, economic, and intellecutral history of Europe as it emerged from its Roman and Germanic antecedents and developed into a distinctily western civilization. Emphasis will be placed upon the growth of medieval governmental institutions and the great intellectual achievement of the high middle ages.

HI 202 Seminar: Historiography & Research — 3 credits
The writing of history concentrating on the major historians, schools, and interpretations. Philosophies of history and the relationship of history to other disciplines will be examined. Also included will be directed research involving topic selection, source selection and evaluation, and writing style and form. The culmination of the course will be a formal research paper.

HI 305 The Civil War & Reconstruction, 1845-1877 — 3 credits
The causes of the War; the conduct of the war; the attempt at reconstruction in its political, social, and economic aspects; and national reunification.

HI 309 United State Intellectual History I & HI 311 United States Intellectual History II — 3 credits each
The various intellectual trends in American history from Puritanism and including the Transcendentalist Movement, the Genteel Tradition, Neo-Conservatis, and the New Left. Special emphasis will be placed on the principal man identified with each movement and the influence which they exercised upon the course of American History.

HI 312 HI 313 American Social & Cultural History I & II — 3 credits each
A study of the development of American Social and cultural institutions from the colonial period to the present. Emphasis will be placed upon the impact of social thought on the American way of life.

HI 321 Renaissance & Reformation — 3 credits
The major historical figures of the Renaissance and Reformation analyzed against the background of the social, economic, intellectural, and religious forces of the era. Special emphasis will be given to the origins and evolution of the personalities and historic trends involved in the transition from Medieval to Modern times.

HI 322 17th Century Europe — 3 credits
The 17th century as a transitional phase of European History concentrating on the emergence of the modern nation state and the development of modern scientific thought. Highlights will emphasize the Thirty-Years War, the age of Baroque, and the contrast between the absolutist monarchy of France and the Parliamentary development in England. Further concern will be the decline of religious thought in favor of secular beliefs which led directly to the Age of Enlightment and the important mercantilist theories of national economics.

HI 323 18th Century Europe — 3 credits
An examination of the development of this great age which launched Europe on the path of revolution. Im-

portant political and intellectual antecedents will be discussed followed by a thorough study of the ideas, institutions and society of 18th century Europe, and culmination in the French Revolution of 1789.

HI 325 **20th Century Europe** 3 credits
An examination of Europe's efforts to recover from the first World War, to work out the self-determination policy of the Versailles Treaty, to survive the great depression, and to resolve the conflicts which precipitated World War II. The course will also examine the post-war problems of the United Nations, the cold war, the end of imperialism, the common market, and new regional pacts.

HI 328 **The Expansion of Europe & Imperialism** 3 credits
The period to be covered will be 1415 to the present and will include the formation of both the "old" and "new" empires, as well as a study of the modern relations between ex-colony and "mother country." Topics to be covered will be the initial European exploration and colonization of Asia and Africa as well as the "new world". The conflict of European nations leading to the loss of most of the "old" empire by England, France, Spain, Portugal, and Holland will be traced. The remainder of the course will be devoted to a study of the causes of the growth of the "new" empire under the general term imperialism. The emphasis will be on the race for territory in Asia and Africa. The final phase of the course will cover the rise of nationalism in the colonies, a survey of modern relations between colonizer and colonized, and a look at the remains of imperialism.

HI 329 **Early Modern Britain** 3 credits
A study of the political, social, economic, and intellectual development in England from Waterloo to Sarajevo. Particular attention will be directed to the English response to the implications of the Industrial Revolution and the spread of democratic ideas and institutions.

HI 331 **Modern Britain & the Emergent Commonwealth** 3 credits
A course concerned primarily with the effects of nationalism and World Wars on the imperial structure, the decline of Britain as a world power, and the development of the social service state in England after 1914. Emphasis will be placed on the development of the British Commonwealth from a colonial empire to an association of independent nations.

HI 332 **History of Russian (I, II)**
HI 333 3 credits each
A study of the history of Russia from its origins to the present time. Emphasis will be placed on the diversity and restless expansion of the Russian people, the challenges of revolutionary groups to the autocracy during the 19th century, and the emergence of the Soviet Union as an international power.

HI 334 **History of Latin America (I, II)**
HI 335 3 credits each
A survey of the area south of the border of the United States. A brief study of the pre-Columbian period; the colonial policies of Spain and Portugal; the wars of liberation; the establishment of the twenty Latin American Republics; the importance of the inter-American system: and contemporary problems.

HI 337 **History of Far East (I, II)**
HI 338 3 credits each
A study of the historical and cultural foundations of China, Korea, and Japan, their dynastic development, historical contacts with the Western world; and Mao's contemporary China. Emphasis will be placed on the Chinese world view in the history of Asia and on the emergence of modern China and Japan.

HI 341 **African History II** 3 credits
The second half of the study of the History of Africa will be devoted to survey of the period from the English anti-slave trade law of 1877 to the present. Topics covered will include the slave trade of the 19th century and its suppression, exploration of the continent, the impact of imperialism, the formation and administration of colonies, and the nationalist movements. There will be further specialized topics concerning modern Africa such as economic and political development, confrontation between the races, Africa in world affairs, and studies in-depth of individual nations.

HI 342 **Problems in African History** 3 credits
An intensive guided research and presentations of written results in a scholarly manner, on a major topic of historical interest in African studies. Topics such as nationalism, state formation and colonial institutions are to be varied as research facilities and student backgrounds permit. The major topic will be designated in advance of registration. The course may be taken three times for credit.

HI 343 **Field Study in American History** 3 credits
A program directed by study and internship in various career fields allied to the study of American History. These may include museum work, historical restoration projects, local archeology, and archival work. While gaining practical work experience through the internship program, the student will also be undertaking a directed research project associated with the area of internship.

HI 344 **The City in American History** 3 credits
A study of American urban history from the rise of the industrial city in 1830 to the 20th century metropolis which examines the impact and relationship of urbanization upon social and institutional structures. Topics treated; the evolution of American urban historiography; rise of the cities, the transportation revolution, the impact of technology, industrialization, and immigration; physical growth patterns; social mobility; the pathology of urban disorders; the development of city and regional planning; suburbization; and the problems of post-industrial America.

HI 345 **Problems in European History** 3 credits
Significant themes or issues in the evolving process of European Civilization examined in detail. May be taken three times for credit.

HI 346 **Russia in Revolution 1900-1921** 3 credits
A study in detail of the revolutionary experience of Russia. Three "revolutions" and a civil war within twenty years. The student will study the causes and effects of violent change, the origins of the Soviet state (theory and practice) and the terminology and method of Soviet historiography.

HI 347 **United States—Latin American Relations** 3 credits
This research oriented study of hemispheric relations focuses on the major objectives and problems of United States policy in Latin America. The course emphasizes the Latin American reaction to economic, military, and technical assistance programs.

HI 348 **Independent Study I, II, III** 3 credits
Independent study consists of directed reading and research on an historical subject agreed upon by the student and instructor and approved by the Chairman of the Department. Arrangements must be made with the instructor and chairman before registering for this course.

HI 351 **Problems in American History** 3 credits
This seminar course will offer readings in research on a specific pre-arranged topic in American History. Examples of topics may include: The Immigrant Experience, The Depression. This course may be taken three times for credit.

POLITICAL SCIENCE COURSES

PL 101 **American National Government** 3 credits
Fundamental course dealing with the constitution, congress, president, courts, and political party systems of the American Nat'l. government.

PL 201 **United States Legal History, I & II**
PL 202 3 credits each
A course tracing the history of American legal tradition and practice. Emphasis will be on the legal structure and its impact on society, legal concepts illustrated by actual cases, and an anlaysis of the Constitution, of the United States from the legalistic viewpoint.

PL 203 **State & Local Government** 3 credits
Fundamental course dealing with the powers, organization, functions and intergovernmental relations of the state, county, municipality and other local governments.

PL 204 **Introduction to Public Administration** 3 credits
The relationship of the administrative branch of government to other branches in the making and implementation of public policy, theories of government organization for efficient administration, problems of budgeting personnel, merit systems, types of agency organization, popular control over the bureaucracy.

PL 310 **Political Theory, I, II**
PL 302 3 credits each
Selected issues in the history of political thought with emphasis on their pertinence to ancient and recent political, economic, and social problems.

PL 303 **International Relations** 3 credits
An introduction to the nation-state system and conceptions of national interest in modern world politics. The forms and distribution of power by which states seek to implement national interest. The making of foreign policy and methods of adjusting international conflict. Emphasis on current international problems.

PL 304 **American Political Thought** 3 credits
The origin and development of American political thought (theory and practice) from Colonial times to present.

PL 305 **American Foreign Policy** 3 credits
Constitutional, political, ideological and administrative consideration which influence the formulation and execution of American foreign policy. Special emphasis on current issues.

PL 306 **Political Parties & Elections** 3 credits
The American political process, with emphasis on parties, pressure groups and public opinion.

PL 307 **The Presidency in American Government** 3 credits
The growth of the executive in United States Government. Varying conceptions of the presidential office. Constitutional and political aspects of the office in legislation, administrations and conduct of foreign and military affairs. The present as party leader and the growth of one-man rule.

PL 308 **Constitutional Law** 3 credits
The Federal system under the Constitution of the Untied States, judicial review in constitutional cases, state and local rights and responsibilities.

PL 309 **Recent Supreme Court Decisions** 3 credits
Selected and pertinent cases, points of law and their ramifications.

PL 311 **Field Study in Government** 3 credits
A program of directed study and internship in various career fields allied to government and public service. These may include legislative aids, interns in governmental agencies, governmental task forces, etc. While gaining practical work experience through the internship program, the student will also be undertaking a directed porject associated with the area of internship.

PL 312 **Comparative European Governments** 3 credits
The institutional approach will be employed to the study of the governments of England, France, Germany, and the Soviet Union. The institutional approach considers the organizations of governments, their constitutional basis, their sources of legitimacy, and their methods of operation. This approach seeks to understand the workings of governments by an analysis of these components.

PL 313 **Government Polices in Russia** 3 credits
The development, organization and functioning of the Communist party; governmental organizations and the administrative process; terror as a system of power; organization for governmental control in industry and agriculture; Soviet foreign policy; its formation and execution.

MATHEMATICS

Warren H. Hill
John W. Bolduc
Ronald R. Edwards
Alphonse J. Jackowski*
Andrew S. Kim
Robert A. McGuigan, Jr.
Anne D. Pasquino
Helen M. Peters
John B. Sbrega
John P. Standnicki

*On Sabbatical Leave for the spring semester 1976.

Students enrolled in the mathematics program may obtain a Bachelor of Arts degree with a major in mathematics. The major requires a minimum of 30 hours of mathematics courses. There are two options available to the student:

1. Preparation for graduate work in mathematics
2. Preparation for the teaching of secondary school mathematics.

A Concentration in Mathematics (18 semester hours) is available to Elementary Education majors and a Mathematics Minor program (18 semester hours, including Calculus I, II) is available to students in other bachelor programs. Those students planning to become teachers must fulfill the certification requirements listed with the Department of Education.

MA 101-102 Fundamental Concepts of Mathematics I, II 6 credits
A two semester couse in the fundamental concepts of mathematics designed to serve a two-fold purpose: 1) to provide the prospective teacher with the mathematical background necessary to teach the modern elementary and junior high school curricula, and 2) to provide students with a meaningful terminal course wherein structure and unifying concepts are emphasized. Topics will include sets, methods of proof and disproof, number systems, geometry, mensuration, and relations and functions. This course fulfills the core requirement.

MA 105 Calculus I 3 credits
Prerequisites: High School Algebra, Geometry, and Trigonometry.
The first part of a standard three course calculus sequence. Depending on the text used, topics will include functions, limits, continuity, differentiation and applications, and integration. This course or its equivalent is required of all mathematics majors

MA 106 Calculus II 3 credits
Prerequisite: MA 105 or equivalent.
A continuation of MA 105. This course will include integration, sequences and series, polar coordinates, Taylor fourmula, and an introduction to functions of many variables. This course or its equivalent is required of all mathematics majors.

MA 108 Elementary Statistics 3 credits
Prerequisite: MA 101
Intended to provide knowledge and computational skills in statistical procedures necessary to apply research techniques to problems in education, psychology, and social sciences. The topics include nature of elementary statistics, nature of probability, sampling and sampling distributions, problems of estimations, tests of hypotheses, regression and correlation. Elective for non-mathematics majors.

MA 110-111 Mathematics for Liberal Arts I, II 6 credits
Prerequisites: High School Algebra and Geometry
A two semester terminal course in mathematics for the liberal arts major designed to give students an appreciation for the nature and role in society of modern mathematics through the study of selected topics from mathematics.

MA 112 Analytic Geometry 3 credits
Prerequisites: High School Algebra, Geometry and Trigonometry
Relations between geometric and algebraic equations, straight lines, conic sections.

MA 113-114 Mathematics S-I & S-II 6 credits
A two semester course designed specifically for students majoring in Biology and General Science. Emphasis is placed on the application of mathematics to the sciences with measuring, displaying and analyzing data. Lecture topics include measurement, computing techniques and devices, relations and functions, techniques of graphing and curve fitting, probability and statistics. The second semester material involves the basic concepts of calculus and their applications of the scientific problems. Lecture topics include limits, differentiation, integration, applications of the definite integral, techniques of intergration and elementary differential equations.

MA 115 Calculus for Social Sciences 3 credits
Prerequisites: High School Algebra and Plane Geometry
A study of select topics in Calculus with particular emphasis on their applications in Social Sciences. Topics to be discussed include: real numbers, functions, limits, continuity, derivation and integration. (Not open to mathematics majors for credits.)

MA 201 Calculus III 3 credits
Prerequisite: MA 106
Coordinate systems in R^3, lines and planes in space, functions of several variables, partial and directional derivatives, maxima and inima, multiple integration. Required course for mathematics majors.

MA 202 Calculus IV 3 credits
Prerequisite: MA 201
Vector functions, vector and scalar fields, divergence and curl of vector fields, line integrals, path independence, Green's Theorem, surfaces and surface integrals, Stokes' theorem and the divergence Theorem.

MA 203 Mathematics in the Elementary School 3 credits
A course designed to reinforce the mathematical background and to enhance the effectiveness of the prospective elementary teacher. An integral part of the course is an investigation of the content, procedures, and materials of modern curricula for the elementary school.

MA 204 Finite Mathematics 3 credits
Prerequisites: MA 101 or MA 103
Compound statements, sets, sample spaces, probability theory, vectors and matrices, Stochastic processes, Bernoulli trials, Markov chains, applications, introduction to graph theory.

MA 301 Modern Abstract Algebra I 3 credits
Prerequisite: MA 105
A study of groups, rings, integral domains and fields, with special emphasis on the real and complex fields. Required of all mathematics majors.

MA 302 Modern Abstract Algebra II 3 credits
Prerequisite: MA 301
Polynomial rings, vector spaces, linear transformations, elementary theory of matrices and determinants. Required of all mathematics majors.

MA 303 Higher Geometry 3 credits
Prerequisite: MA 106
An integrated course consisting of intuitive, synthetic, and anlaytic approaches to Euclidean and other geometries through a study of invariant groups. Topics include finite geometries, synthetic projective geometry, analytic projective geometry, affine geometry, Euclidean geometry and transformation theory.

MA 304 Differential Equations 3 credits
Prerequisite: MA 201
Geometric and physical meaning of differential equations. Theory and solution of first, second and higher order linear and non-linear differential equations. Initial and boundary value problems. Finite difference equations.

MA 305 Probability and Statistics 3 credits
Prerequisite: MA 201
Analysis of data, probability theory, binomial and normal distributions, sampling theory, hypothesis testing, regression and correlation, Students' T distribution, chi-square distribution, F-distribution, analysis of variance.

MA 306 Modern Geometry I 3 credits
Prerequisite: MA 106
An integrated course consisting of intuitive, synthetic, and analytic approaches to Euclidean and other geometries. Topics will include axiomatic foundations, finite geometries, non-Euclidean geometries, and synthetic projective geometry.

MA 307 Modern Geometry II 3 credits
Prerequisite: MA 306
Geometric and algebraic invariants, groups of transformations, topological, projective, affine and Euclidean transformations.

MA 308 Introductory Analysis 3 credits
Prerequisite: MA 201
Topology of real numbers dealing with Cauchy sequences, metric completeness, continuity, compactness, connectedness. Sequence and series and uniform convergence of infinite series. Derivatives and Riemann-Stieltjes integrals.

MA 309 Introductory Topology 3 credits
Prerequisite: MA 302
A simple, thorough survey of the elementary topics of point-set topology of the real line and plane including topological spaces; metric spaces; mappings; connectedness; compactness.

MA 311 Theory of Numbers 3 credits
Prerequisite: MA 105
Properties of integers including congruences, primes and factorization, continued fractions, quadratic residues, linear diophantine equations and number theoretic functions.

MA 312 History of Mathematics 3 credits
Prerequisite: MA 201
A topical study of the history and development of mathematical discoveries from ancient to modern times.

MA 319 Computer Programming 3 credits
This course will serve a two-fold purpose: 1) it will provide the student with an elementary knowledge of BASIC programming language and 2) it will enable the teacher to integrate computer assisted instruction into the mathematics curriculum. Students will write simple programmed units in mathematics and analyze commercially available programs.

MA 323 Complex Analysis 3 credits
Prerequisite: MA 202
Algebra of complex numbers, analytic functions, Cauchy-Riemann conditions, conformal mapping, line integrals, Cauchy integral formula, residue integration, Taylor and Laurent series.

MA 324 Independent Study
Permission of instructor and Department Chairperson is required.
Independent study of topics in mathematics under careful faculty supervision. Intended for capable students to broaden their mathematics program or to gain depth in a particular area of interest.

MODERN FOREIGN LANGUAGES

Raymond T. Ourand, Chairperson
William D. Dennis
Giovanni Gringeri
Walter J. Jensen
Francesco A. Loiero
Maria Maris
Matteo Rovetto
Napoleon Sanchez

The Department of Modern Foreign Languages believes the knowledge of a language other than one's own to be essential to the understanding and appreciation of the wealth of human experience. The study of another language is interdisciplinary by nature, for it must include not only the development of the necessary language skills, but also an awareness of another culture, the history, art, literature, values and attitudes of another people. We offer students the opportunity to obtain a practical working knowledge of one or more of four foreign languages and an understanding of the people who speak those languages. The Bachelor's Degree in one or more foreign languages represents a strong Liberal Arts degree, one which prepares students for further study on the graduate level, and/or opens opportunities for careers in business, commerce, government service, social services, and teaching.

Our department offers courses in four of the twelve most widely spoken of the world's languages: French, German, Italian, and Spanish. A student should choose one or more of these languages depending upon his/her interest and field of study. The Elementary and Intermediate levels of these four languages, and the courses entitled Advanced Intermediate French and Advanced Intermediate Spanish all fulfill the requirements of the Common Core of Studies

under the heading "intellectual and moral criticism". 200 and 300 level courses in language, literature and culture require the advance permission of the department chairman.

MINORS:

French: 18 credit hours of 200 and/or 300 level courses including:
- Advanced Intermediate French II
- Introduction to French Civilization
- Introduction to French Literature I and/or II
- Advanced French Composition I
- Advanced French Composition II (Stylistics)
- French Elective

German: 18 credit hours of 200 and/or 300 level courses including:
- Intermediate German II
- German Conversation and Grammar Review
- Introduction to German Literature I and/or II
- Advanced German Composition I
- Advanced German Composition II (Stylistics)

Italian: 18 credit hours of 200 and/or 300 level courses including:
- Intermediate Italian II
- Italian Conversation and Grammar Review
- Introduction to Italian Civilization
- Introduction to Italian Literature I and/or II
- Advanced Italian Composition I
- Advanced Italian Composition II (Stylistics)

Spanish: 18 credit hours of 200 and/or 300 level courses including:
- Advanced Intermediate Spanish II
- Introduction to Spanish Civilization
- Introduction to Spanish-American Civilization
- Introduction to Spanish Literature I and/or II
- Advanced Spanish Composition I
- Advanced Spanish Composition II (Stylistics)

FRENCH MAJOR

Requires a minimum of 40 credit hours — 24 required + 16 elective.

Major core (required):
- Advanced Intermediate II
- Introduction to French Civilization
- Introduction to French Literature I
- Introduction to French Literature II
- French Phonetics
- Advanced French Composition I
- Advanced French Composition II (Stylistics)
- Contemporary French Civilization

Students preparing for a career in teaching are required to have the course Travaux Pratiques and 12 credit hours of literature & above the major core. All other students are required to have 15 credit hours of literature above the major core.

SPANISH MAJOR

Requires a minimum of 40 credit hours — 24 required + 16 elective.

Major core (required):
- Introduction to Spanish II
- Introduction to Spanish Civilization
- Introduction to Spanish-American Civilization
- Introduction to Spanish Literature I
- Introduction to Spanish Literature II
- Spanish Phonetics
- Advanced Spanish Composition I
- Advanced Spanish Composition II (Stylistics)

Students preparing for a career in teaching are required to have the course Language and Culture and 12 credit hours of literature above the major core. All other students are required to have 15 credits of literature above the major core.

All French and Spanish majors are expected to present themselves for a proficiency interview at the end of each semester. The results of these interviews will be made available to each student so that he/she may judge the level of fluency he/she has attained.

COURSES TAUGHT IN ENGLISH

LE 101 **Hispanic American Culture I** 3 credits
An introduction to the cultural traditions of Hispanic America.

LE 102 **Hispanic American Culture II** 3 credits
Lectures, readings and discussions on cultural topics of Twentieth Century.

LE 103 **Contemporary French Literature** 3 credits
An introduction to the main literary trends of 20th Century French literature.

LE 104 **Introduction to French Culture** 3 credits
An introduction to the literary masterpieces of French-speaking Europe.

LE 106 **Introduction to German Culture** 3 credits
An introduction to the literary masterpieces of German-speaking Europe.

LE 107 **Contemporary Italian Literature** 3 credits
An introduction to the main literary trends of 20th Century Italian literature.

LE 108 **Introduction to Italian Culture** 3 credits
An introduction to the literary masterpieces of Italy.

FRENCH

LF 101 Elementary French I 3 credits
LF 102 Elementary French II 3 credits
Fundamentals of French grammar, pronunciation, simple conversational patterns and written practice during the first semester. Selected readings during the second semester. One extra hour per week of laboratory work is required each semester.

LF 103 Intermediate French I 3 credits
LF 104 Intermediate French II 3 credits
A review of French grammar, reading and translation of prose writers of average difficulty the first semester. The second semester requires more advanced phases of French syntax, reading and translation of standard French authors and reports on outside readings in French civilization. One extra hour per week of laboratory work is required each semester.

LF 105 Conversational French (Course I) 1 credit (2 class hours)
For French majors (freshmen and sophomores) and others interested in developing fluency in French. Oral aspects: pronunciation, vocabulary building, discussions on assigned topics and readings, extemporaneous speaking. Elective course. Each semester independent of the other. May be taken twice for credit toward major or minor elective.

LF 106 Conversational French (Course II) 1 credit (2 class hours)
Prerequisite: French Conversation (Course I) or permission of the instructor.
For Junior and Senior French majors and others interested in developing further fluency in the spoken language. Discussion on a variety of designated topics. Each semester independent of the other. May be taken twice for credit toward major or minor elective.

LF 107 Advanced Intermediate French (Fall) 3 credits
A thorough review of the structure of French. Extensive aural/oral practice in the laboratory is required. Fulfills coure requirements under intellectual and moral criticism.

LF 201 Advanced Intermediate French (Spring) 3 credits
Emphasis on the aural/oral aspects of French; pronunciation, vocabulary building, and extemporaneous speaking. Practice in the reading and writing of French. Laboratory practice is required.

LF 203 Introduction to French Civilization 3 credits
A history of the political, social, intellectual and artistic developments in France to the present-day. Readings and discussions. One extra hour per week of laboratory work is required.

LF 204 Introduction to French Literature I 3 credits
LF 205 Introduction to French Literature II 3 credits
An introduction to a critical analysis of French literature. Readings will be selected to include all genres from the Middle Ages to the present.

LF 206 Advanced French Composition I 3 credits
LF 207 Advanced French Composition II (Sytlistics) 3 credits
A thorough review of French syntax to develop oral and written proficiency. Both free and structured compositions will be assigned to improve written expression on various stylistic levels.

LF 208 Contemporary French Civilization 3 credits
Study of the political, social and cultural developments in the French-speaking world of the twentieth century.

LF 209 French Phonetics 3 credits
The formation and discrimination of the sounds of standard French will be explained and practiced in the class and in the laboratory.

LF 301 Readings in French Literature 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
Selected independent studies in French literature. May be repeated once for credit.

LF 303 Romanticism, Realism, Symbolism 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
The development of the main literary schools of the 19th century as revealed in the theatre and in poetry from Victor Hugo to Rimbaud and Mallarme.

LF 304 Contemporary French Literature (theatre) 3 credits
Prerquisites: LF 204 and LF 205 or equivalent.
The evolution of literary forms since 1900. Emphasis on the major dramatists: Cocteau, Giraudoux, Sartre, Anouilh, Beckett, Ionesco, Montherlant and others.

LF 305 Contemporary French Literature (novel) 3 credits
Prerequisites: LF 204 and LF 205 or equivalent.
A detailed study of some of the most representative novelists of the 20th century: Gide, Giono, Mauriac, Cocteau, Sartre, Camus, Duras, and others.

LF 306 The French Novel in the 19th Century 3 credits
The evolution of the novel from 1800 to the beginning of the 20th century. Representative works of Stendahl, Balzac, Flaubert, Maupassant, Zola and others.

LF 307 Classics & Enlightenment 3 credits
Prerequisites: LF 204 and LF 205 or equivalent
Triumph and decline of the classical ideal from the early 17th century to the French Revolution. The new trends in philosophy and aesthetics during the 18th century. A general survey of the works of Corneille, Moliere, Pascal, La Fontaine, Racine, Voltaire, Montesquieu, Diderot, Rousseau and others.

LF 308 Travaux Pratiques 3 credits
Emphasis on the recognition and solution of problems confronting the English-speaker learning French. Stress on the methods of dealing with those problems.

GERMAN

LG 101 Elementary German I 3 credits
LG 102 Elementary German II 3 credits
Fundamentals of German grammar and pronunciation and simple conversational patterns and written practice in the first semester.

LG 103 Intermediate German I 3 credits
LG 104 Intermediate German II 3 credits
A review of German grammar and the reading and translation of prose of average difficulty in the first semester. The reading and translation of standard Ger-

man authors in the second semester as well as reports on outside readings in German civilization. One hour per week of laboratory practice is required each semester.

LG 201 German Conversation and Grammar Review 3 credits
Intensive conversational practice for improving intonation, expression and fluency. Thorough review of language usage. One hour of laboratory practice required each week.

LG 202 Introduction to German Civilization 3 credits
A history of the political, social, intellectual and artistic developments in Middle Europe to the present-day. Readings and discussions. One extra hour per week of laboratory work is required.

LG 203 Introduction to German Literature I 3 credits
LG 204 Introduction to German Literature II 3 credits
An introduction to the critical analysis of German literature. Readings will be selected to include all genres from the Middle Ages to the present.

LG 205 Advanced German Composition I 3 credits
LG 206 Advanced German Composition II (Stylistics) 3 credits
A thorough review of German syntax. Both free and structured compositions will be assigned to improve oral and written proficiency on various stylistic levels.

ITALIAN

LI 101 Elementary Italian I 3 credits
LI 102 Elementary Italian II 3 credits
The first semester concentrates on fundamentals of Italian grammar, pronunciation and simple conversational patterns. Selected readings are required in the second semester. One extra hour per week of laboratory work is required each semester.

LI 103 Intermediate Italian I 3 credits
LI 104 Intermediate Italian II 3 credits
In the first semester, readings from contemporary Italian authors. Also, conversational topics and reports on outside reading in Italian civilization. In the second semester the student considers more advanced stages of Italian syntax. Readings and translations of standard authors. Reports on outside readings in Italian civilization. One extra hour per week of laboratory work is required each semester.

LI 105 Italian Conversation and Grammar Review 3 credits
Prerequisites: LI 104 or equivalent
Intensive conversational practice for improving intonation, expression and fluency. Thorough review of language usage. Entirely in Italian. One extra hour per week of laboratory work is required.

LI 202 Introduction to Italian Civilization 3 credits
Middle Ages to the 20th century. Emphasis on the relationship between the political, scientific and social history and the history of literature and the arts. Readings and discussion of texts in Italian of ranging degrees of difficulty. One hour per week of laboratory practice is required.

LI 203 Introduction to Italian Literature I 3 credits
LI 204 Introduction to Italian Literature II 3 credits
The first semester: reading and discussing masterpieces portraying the main currents in Italian literature from the Middle Ages to the Romantic Period. The second semester: Romanticism to modern times.

LI 205 Advanced Italian Composition I 3 credits
LI 206 Advanced Italian Composition II 3 credits
Exercises in composition; translation of representative Italian and English tests; study of idioms. Theory and practice of Italian sounds; meaning and use of everyday vocabulary designed to improve the student's fluency and to correct his pronunciation through recordings and intensive oral drills. Studies in syntax, structure and idiomatic usage; original themes and conversations in the second semester.

LINGUISTICS

LL 101 Introduction to Linguistic Analysis 3 credits
An examination and explanation of the principles and procedures employed in the study and treatment of the phenomena of language. Fulfills the core requirment under mathematical reasoning.

SPANISH

LS 101 Elementary Spanish I 3 credits
102 Elementary Spanish II 3 credits
Fundamentals of Spanish grammar and pronunciation and simple conversational patterns during the first semester. Selected readings during the second semester. One extra hour per week of laboratory practice is required each semester.

LS 103 Intermediate Spanish I 3 credits
LS 104 Intermediate Spanish II 3 credits
Grammar review, readings and conversations on the culture of Spain in the first semester. Readings and conversations on Latin or Spanish American civilization in the second semester. One extra hour per week of laboratory practice is required each semester.

LS 108 Conversational Spanish (Course I)
2 class hours 1 credit
For Freshmen and Sophomore Spanish majors and others interested in developing fluency in the language. Discussions of assigned topic, extemporaneous speaking. May be elected twice for credit toward major or minor elective.

LS 109 Conversational Spanish (Course II)
2 class hours 1 credit
For Junior and Senior majors and others interested in further developing fluency in the spoken language. Discussion of variety of designated topics. May be elected twice for credit toward major or minor elective.

LS 110 Advanced Intermediate Spanish I 3 credits
A thorough review of the structure of Spanish. Extensive aural/oral practice in the laboratory is required.

LS 112 Spanish for the Social Service I 3 credits
LS 113 Spanish for the Social Service II 3 credits
Introduction to the pronunciation of Spanish, and to

the basic patterns of speech. Main objective of the course is the development of a degree of fluency in conversational Spanish.

LS 201 **Advanced Intermediate Spanish II** 3 credits
Prerequsite: Advanced Intermediate Spanish I
Emphasis on the aural/oral aspects of Spanish; pronunciation, vocabulary building and extemporaneous speaking. Practice in the reading and writing of Spanish. Laboratory practice is required.

LS 203 **Introduction to Spanish Civilization** 3 credits
A history of the political, social, intellectual and artistic developments in Spain to the present-day. Readings and discussions. One extra hour per week of laboratory work is required.

LS 204 **Introduction to Spanish Literature I** 3 credits
LS 205 **Introduction to Spanish Literature II** 3 credits
An introduction to the critical analysis of Spanish literature. Readings will be selected to include all genres from the Middle Ages to the present.

LS 206 **Advanced Spanish Composition I** 3 credits
LS 207 **Advanced Spanish Composition II (Stylistics)** 3 credits
A thorough review of Spanish syntax. Both free and structured compositions will be assigned to improve oral and written proficiency on various stylistic levels.

LS 208 **Introduction to Spanish-American Civilization** 3 credits
Prerequisite: LS 203 or equivalent
The development of Spanish culture in the New World.

LS 209 **Spanish Phonetics** 3 credits
Prerequisites: Advanced Intermediate Spanish I or its equivalent
The information and the discrimination of the sounds of standard Spanish will be explained and practiced in class and in the laboratory, as well as intonation, pitch, stress and linking.

LS 301 **Readings in Spanish Literature** 3 credits
Prerequsites: LS 204 and LS 205 or equivalent
Selected independent studies in Spanish literature. May be repeated once for credit.

LS 303 **Romanticism and Realism** 3 credits
Prerequisites: LS 204 and LS 205 or equivalent
Evolution of Spanish poetry and theatre in the Romantic Period and of the realistic novel in the second half of the 19th century.

LS 304 **Contemporary Peninsular Literature** 3 credits
Prerequisites: LS 204 and LS 205 or equivalent
Theatre, prose and poetry from the generation of 1898 to the present.

LS 305 **Cervantes** 3 credits
Prerequisites: LS 204 and LS 205 or equivalent
Cervantes' life and his minor works. Significance of EL Quijote.

LS 306 **Spanish-American Literature (survey)** 3 credits
Prerequisites: LS 204 and LS 205 or equivalent
Growth of the literature from the colonial period to the present.

LS 308 **Contemporary Spanish-American Literature** 3 credits
Prerequisites: LS 204 and LS 205 or equivalent.
Reading and analysis of the main trends of Spanish-American literature in the Twentieth Century.

LS 310 **Language and Culture (Offered during the first 8 weeks of the fall semester)** 3 credits
Prerequisites: LS 206, LS 207 or equivalent
Stress on the language of the classroom and a study of the popular tradition of Spain and Spanish America.

MUSIC

Dennis K. Kiely, Chairperson
Donald J. Bastarache
Floyd W. Corson
Peter J. Demos
Catherine A. Dower
Lloyd K. Manzer
Peter Nagy-Farkas
Donald W. Prindle

MUSIC MAJOR

The Music Department offers a basic curriculum which leads to a Bachelor of Arts degree with a major in Music. In addition, music majors elect a concentration in Music Theory, Music History, Music Education, or Jazz Studies. The curriculum includes the following studies: 39 credits of general education; 49 credits of general music core; the balance of required credits to be taken in the area of the music concentration and general electives. Students concentrating in music education who successfully complete the progressional sequence will be recommended to the State Department of Education for certification as music specialists. All music majors must participate in a musical organization each semester.

MUSIC MINOR

Students desiring a minor in music must pass an entrance performance audition. Accepted students must take one thirty-minute lesson weekly in voice or on an instrument for three semesters and pass one jury examination each semester. The cost of any applied study in excess of these limitations must be borne by the student. Music minors must complete the following courses: Basic Music Theory, Counterpoint I, Harmony I and II, Music Appreciation, Conducting I. Participation in a musical organization is mandatory each semester the student is enrolled in the music minor program.

Major Core:

	Credits
Basic Music Theory	3
Counterpoint I	3
Harmony I, II, III	9
Basic Musicianship	1
Form and Analysis I	3
Music History I, II	6
Conducting I	3
Instrument or Voice	14
Ensemble	7
Total	49

*Recital class required for all Music Majors

Minor Areas of Concentration

MUSIC EDUCATION

	Credits
Elementary Music Methods	3
Secondary Music Methods	3
*Voice & Instrumental Class	5
Conducting II	3
Music Supervision and Curriculum	3
Total	17

Psych. of Learning	3
Phil. or Hist. of Ed.	3
Student Teaching and Seminar	6
Total	12

MUSIC HISTORY

	Credits
Music in the Middle Ages	3
Renaissance	3
Baroque	3
Classical and Romantic	3
Introduction to Musicology	3
20th Century Music	3
Total	18

MUSIC THEORY

	Credits
Harmony IV	3
Orchestration I & II	6
Composition I, II, III	9
Form and Analysis II	3
Counterpoint II	3
Total	24

*Voice Majors are exempt from Voice Class.

*Percussion Majors are exempt from Percussion Class.

JAZZ STUDIES

	Credits
History of Jazz and Rock	3
Jazz Techniques	3
Jazz Improvisation	3
Contemporary Harmonic Techniques	3
Stage Band Arranging I	3
Stage Band Arranging II	3
Total	18

MAJOR PERFORMING ENSEMBLES

The Westfield State College Wind Philharmonia
This organization is open for membership to all students by audition. Auditions are held during the first week of classes in the Fall semester.

The Westfield State College Jazz-Rock Ensemble
This organization is open to all students by audition. Auditions are held the first week of classes in the Fall semester.

The Westfield State College Chorale
The Chorale is open for membership to all students by audition. Auditions are held during the first week of classes in the Fall semester. The Chorale is a touring group. Music performed includes literature from the Renaissance, Baroque, Classical, Romantic and Contemporary periods.

The Westfield State College Madrigal Singers
The Madrigal Singers is open to all students by audition. Auditions are held during the first two weeks of the Fall semester.

Women's Glee Club and Men's Glee Club
Both clubs are open to all college students without audition. Each group rehearses one hour a week separately, two hours a week combined. The repertoire is popular music and light classics.

COURSES

MU 114 Woodwind Class 1 credit
The study of the various woodwind instruments through practical experience in performance to the extent that the student can demonstrate a knowledge of the basic funamentals on these instruments.

MU 115 Brass Class 1 credit
The study of the various brass instruments through practical experience in performance to the extent that the student can demonstrate a knowledge of the basic fundamentals on these instruments.

MU 116 Percussion Class 1 credit
The study and acquisition of skills applicable to the various instruments of the percussion section.

MU 117 Keyboard Harmany no credit
Application of theoretical aspects presented in Basic Music Theory and Harmony classes: chordal progressions, realization of figured basses, modulation, transposition, and score reading.

MU 118-121 Minor Instrument or Voice, I-IV 1 credit per semester

MU 122-125 Major Instrument or Voice, I-IV 2 credits per semester

MU 126 Westfield State College Chorale 1 credit

MU 127 Women's Glee Club 1 credit

MU 128 Madrigal Singers 1 credit

MU 129 Wind Philharmonia 1 credit

MU 130 Jazz-Rock Ensemble 1 credit

MU 131 Woodwind Ensemble 1 credit

MU 132 Brass Ensemble 1 credit

MU 133 String Ensemble 1 credit

MU 134 Percussion Ensemble 1 credit

MU 135 Guitar Ensemble 1 credit

MU 101 Music Appreciation (for non-music majors and minors) 3 credits
The study of the components of music. Musical styles from the Middle Ages to the present.

MU 101 Music Appreciation (for music majors and minors only) 3 credits

MU 102 Basic Music Theory (for non-music majors) 3 credits
Music fundamentals and music in the elementary school.

MU 103 Basic Music Theory (for music majors and minors only) 3 credits
The study of notation, scale construction, intervals, chords, rhythm, and elements of form. An introduction to Harmony.

MU 104 Harmony I 3 credits
Basic chordal structures, inversions, progressions, and non-harmonic tones.

MU 107 Music in America 3 credits
The study of music in the Americas from the landing of Columbus, including the music of the American Indian, the Afro-American influence, and the music of the twentieth century composers.

MU 108 Piano Class (for non-music majors) 1 credit per semester total of 3 credits
Classroom instruction for the student with little or no keyboard experience.

MU 112 String Class 1 credit
A class of beginning string instruction. Elementary technic, repertory, and teaching principles.

MU 113 Voice Class 1 credit
A course designed to meet the needs of the non-voice major in the music major program. The class is conducted in the form of a vocal laboratory in which the students work on the development of skills necessary for good singing.

MU 136 Men's Glee Club 1 credit

MU 137 Basic Musicianship I 1 credit
Sight-singing by syllables (solfege), ear training, dictation, rhythm exercises.

MU 138 Basic Musicianship II 1 credit
A continuation of Basic Musicianship I.

MU 139 The Afro-Caribbean Musical Legacy: The Music of Puerto Rico and the Caribbean Islands 3 credits
A study of the music of the Caribbean Islands, including the Spanish, African, and Indian influences on the musical cultures. Emphasis is placed on the music available for classroom in the elementary and secondary schools, as well as on the historical aspects of the subject.

MU 140 Saxophone Ensemble 1 credit

MU 201 Counterpoint I 3 credits
Sixteenth century counterpoint in the style of Palestrina and his contemporaries. Species technics in two or more parts.

MU 202 Harmony II 3 credits
Dominant seventh and extended chords in root position and inversions. Modulation to closely related keys.

MU 208 Orchestration I 3 credits
Prerequisites: Harmony I (MU 104), Instrumental Classes, Music History II (MU 211).
The technical aspects of each instrument, ranges, transpositions, score analysis and arranging for various combinations of instruments.

MU 210 Music History I 3 credits
Western music from the Middle Ages to the eighteenth century.

MU 211 Music History II 3 credits
Western music from the eighteenth century to the present.

MU 212 Recital Class 1 credit
Platform deportment and performance experience.

MU 218 Jazz-Rock Technics 3 credits
Prerequisite: Basic Music Theory (MU 103); Music major or minor
The study of jazz-rock technics and fundamentals including: improvisation, scales, chords, and rhythmic interpretation of jazz phrases.

MU 219 History of Jazz-Rock 3 credits
Prerequisite: Permission of instructor.
The study of jazz music from the early 1900's to the present. Emphasis on styles and interpretation of jazz and its influence on rock music of today.

MU 220-MU 223 Minor Instrument or Voice, V - VIII 1 credit per semester

MU 224-MU 227 Major Instrument or Voice, V - VIII 2 credits per semester

MU 301 Composition I 3 credits
Prerequisites: Harmony II (MU 202), Form and Analysis I (MU 311).
An introduction to basic compositional technics in music. Creative works in smaller forms.

MU 302 Composition II 3 credits
Prerequisites: Harmony III (MU 313), Counterpoint II (MU 310).
A continuation of Composition I with emphasis on creative writing in the larger instrumental and vocal forms.

MU 303 Composition III 3 credits
Prerequisites: Harmony IV (MU 314), Counterpoint II (MU 310).
Creative composition using twentieth century technics.

MU 304 Orchestration II 3 credits
Prerequisite: Orchestration I (MU 208).
A continuation of Orchestration I.

MU 305 Introduction to Musicology 3 credits
Prerequisites: MU 210, MU 211, and the Music History courses MU 317 through MU 321.
An introduction to the field of music research including the historical and scientific aspects of the subject. The course prepares the student for the study of musicology in graduate school.

MU 306 Stage Band Arranging I 3 credits
Prerequisite: Jazz-Rock Technics (MU 218).
The study of writing technics for jazz ensembles, rock groups, and other ensembles.

MU 307 Stage Band Arranging II 3 credits
A continuation of Stage Band Arranging I.

MU 308 Conducting I 3 credits
Prerequisites: Harmony I, (MU 104), Harmony II, (MU 202), Music History II, (MU 211).
The development of conducting technics in rhythmic and melodic exercises. Attention is given to technics in choral conducting, the voice, choral literature, and performance practice.

MU 309 Conducting II 3 credits
Prerequisites: Harmony II, (MU 202), Music History II, (MU 211), Instrumental Classes.
Conducting and score reading of standard orchestral repertoire. Attention given to the broader aspects of style, interpretation, terminology, transposition, and the detailed aspects of baton technic.

MU 310 Counterpoint II 3 credits
Prerequisite: Harmony III, (MU 313).
Tonal counterpoint in the eighteenth century style.

MU 311 Form & Analysis I 3 credits
An introduction to the analysis of musical forms. Works analyzed: 17th century to late 19th century compositions.

MU 312 Form & Analysis II 3 credits
Analytical technics. Emphasis on twentieth century analytical systems and analysis of works by twentieth century composers.

MU 313 Harmony III 3 credits
Chromatic harmony and altered chords, augmented sixth chords, remote modulations.

MU 314 Harmony IV 3 credits
Nineteenth and twentieth century technics. Harmonic analysis greatly emphasized.

MU 317 Music in the Middle Ages 3 credits
Prerequisites: MU 210 and MU 211 or Permission of instructor.
A chronological study of the history of music from antiquity through the late Middle Ages.

MU 318 Music in the Renaissance Period 3 credits
Prerequisites: MU 210 and MU 211 or Permission of instructor
The study of forms and styles and history of Western Music from the early Renaissance through the sixteenth century.

MU 319 Music in the Baroque Period 3 credits
Prerequisites: MU 210 and MU 211 or Permission of instructor.
The history of music from 1600 to 1750.

MU 320 Music in the Calssic and Romantic Periods 3 credits
Prerequisites: MU 210 and MU 211 or Permission of instructor.
A study of the forms and styles of music from 1740 to the latter part of the nineteenth century.

MU 321 Music in the Twentieth Century 3 credits
Prerequisites: MU 210 and MU 211 or Permission of instructor.
The sytle of music from the Post-Romanticists to the art of the Avant-Garde.

MU 322 Jazz Improvisation 3 credits
A class for developing skills in harmonic, melodic, and rhythmic improvisation through performance.

MU 323 Contemporary Harmonic Technics 3 credits
Prerequisite: Harmony II (MU 202).
Twentieth century chordal structures including extended chords, chromatic harmony, and harmonic substitutions. The keyboard will be used and all scoring will be for piano.

MU 324 Elementary Music Methods 3 credits
Prerequisites: Basic Music Theory, (MU 102 or 103), General Psychology (PY 101).
A survey of music literature, materials, and current teaching procedures appropriate for the elementary school. Consideration is given to the aims of an elementary music education program and the sequential development of musical learnings. Observation of music classes at the elementary level is required.

MU 325 Secondary Music Methods 3 credits
Prerequisite: Elementary Music Methods (MU 324).
Materials, literature, and technics pertinent to the organization, development, and implementation of a junior—senior high school music program. The general and specialized aspects of the secondary school curriculum are considered. Observation of secondary school classes and rehearsals is required.

MU 326 Supervision & Curriculum 3 credits
Prerequisites: Elementary and Secondary Music Methods (MU 324 & 325).
The principles underlying a program of music education from kindergarten through senior high school. This course deals with staff, curriculum development, evaluation, scheduling, finance, and public relations.

MU 327-328 Student Teaching and Seminar I & II 6 credits

Prerequisites: completion of professional sequence, completion of piano proficiency requirement, completion of level 6 jury examination (major instrument or voice), permission of the Music Department.

A variety of observation and teaching experiences in the elementary and secondary schools under the supervision of a critic teacher and a College supervisor. Individual conferences and seminars are scheduled regularly as part of the growth and evaluative processs.

MU 330 Choral Arranging 3 credits

Prerequisites: Harmony I-III, (MU 104, MU 202, MU 313), Counter point I, II, (MU 201, MU 310).

The development of arranging technics for the choral ensemble. Particular attention is devoted to harmonic arranging for both the a cappella choir and accompanied ensembels for female, male, and mixed voices. Extensive attention is devoted to applying contrapuntal technics to the choral arranging process.

MU 331 Independent Study 3-6 credits

PHILOSOPHY

Lawrence C. Foard, Jr., Chairperson
Leah J. Stern
G. E. Tetrault*

Philosophy occupies a unique position among the learned disciplines. As one of the oldest forms of human inquiry, some of its main problems derive from classical antiquity. Problems concerning the nature of truth and of the good life, which posed difficulties for Plato and Aristotle, continue to beset our minds and are made all the more perplexing and entangling by the extraordinary acceleration of contemporary technology. Contemporary philosophers, in concert with their colleagues in science, religion, law, medicine and the social sciences, are actively involved in the re-examination of issues concerning life, death, morality, justice, human action, freedom and the future of man. Also, much of recent and contemporary philosophy has brought to the fore a new host of problems and puzzles, the solutions to which require interdisciplinary explorations. Recent advances in modern logic and linguistics have resulted in ever more powerful methods of philosophical analysis, affording a fresh opportunity to attack the newer problems of knowledge and re-evaluate the more venerable ones.

Philosophic activity, then, is bi-focal: It involves both a constant re-evaluation of classical philosophical positions by a methodology made ever more rigorous, and a deliberate examination of philosophic frontiers and borderlines in order that the complex and unifying links between philosophy and other cognate disciplines might become clearer. It is with this distinction in mind, then, that the curriculum in philosophy has been structured. The courses in the philosophy curriculum are divided into three levels, which are determined by the level of difficulty and numbers of prerequisites. Level I courses require no prerequisites and are open to all students in the college. Level II courses generally carry one prerequisite. Level III courses contain material of advanced difficulty and generally carry two prerequisites. In all cases, however, the prerequisite(s) may be waived at the consent of the instructor teaching the course so as to permit students of strong background to avail themselves of an intellectual challenge.

*On Sabbatical Leave for the spring semester 1976.

PHILOSOPHY MINOR

Students who wish to add significant philosophic depth to their program of study may minor in philosophy. The program of each student is subject to approval by the department; even though the format which appears below will not be rigidly enforced, it will be regarded as the standard pattern for minor concentration in philosophy.

I. Minor concentration in philosophy shall be acheived by the successful completion of six courses in philosophy (18 credits).
II. Those courses shall be distributed within the following general pattern:
   a) Any two Level I (100 level) courses;
   b) Two courses in any given track, both of which must be at Level II (200 level);
   c) At least one Level III (300 level) course;
   d) One additional course in philosophy (Level II or Level III).
III. Course offerings are further articulated into broad designations (tracks). Emphasis on one track or another will largely depend upon the student's major area of concentration. Each student shall be assigned an advisor in the Department of Philosophy in order to facilitate the selection of those courses which best suit the student's inclination and talent. The tracks are given as follows:

Historical
PH 201 Ancient Greek Philosophy
PH 202 Modern Philosophy
PH 203 Nineteenth Century Philosophy
PH 302 Seminar in History of Philosophy

Ethical/Social

PH 101 Introduction to Social and Political Philosophy
PH 102 Introduction to Ethics
PH 205 Recent Ethical Theory
PH 208 Philosophy of Law

Logico-Scientific

PH 103 Symbolic Logic
PH 206 Advanced Symbolic Logic
PH 303 Many-Valued Logics
PH 304 Seminar in Philosophy of Science

Analytic

PH 104 Great Philosophical Issues
PH 204 Analytic Philosophy
PH 301 Seminar in Contemporary Philosophy
Any Level II or Level III course in the other tracks.

LEVEL I COURSES

PH 101 Introduction to Social and Political Philosophy 3 credits
The philosophical bases of individualism and liberalism and their critiques from left and right wing standpoints. Figures to be included—Hobbes, Locke, Rousseau, Marx, Engles, and Mill. Topics to be included—human rights and the law; distributive justice; civil disobedience; the problems of individual and corporate freedom; the nature of society.

PH 102 Introduction to Ethics 3 credits
Reading and discussion on some of the main problems in ethics as seen in their historical and contemporary perspectives. Topics to be included—egoism; relativism; utilitarianism; justice; freedom; the good life and moral justification.

PH 103 Symoblic Logic 3 credits
Readings, discussions and exercises on the nature and function of modern deductive logistic systems—their terms, procedures of inference, propositions and quantifiers.

PH 104 Great Philosophical Issues 3 credits
An introduction to philosophy through readings and analyses of classical sources. Major philosophical arguments concerning the status of human knowledge, the existence of god, freedom and/or determinism, mind and body and the bases for knowledge will be emphasized.

LEVEL II COURSES

PH 201 Ancient Greek Philosophy 3 credits
Prerequisite: Any Level I course in Philosophy
Reading and discussion on selected philosophical problems considered by the pre-Socratics, Socrates, Democritus, Plato and Aristotle. Topics to be included—the Hesiodic and Homeric myths; protoscience and protophilosophy; Ionian *Naturphilosophie* and the quest for unity of nature; the problem of motion; being and becoming; the rise of dialogic technique and the emergence of the mature philosophic system.

PH 202 Modern Philosophy 3 credits
Prerequisite: Ancient Greek Philosophy or any Level I course in Philosophy
Reading and discussion of selected major problems and figures in the history of Modern philosophy from Bacon to Kant. Topics to be included—the impact of the New Physics on philosophy; reason and revelation; the search for philosophic method and the emerging views of nature, reality and man.

PH 203 Nineteenth Century Philosophy 3 credits
Prerequisite: Modern Philosophy or Permission of instructor
Reading and discussion of the major figures and movements in Nineteenth Century Philosophy. Topics to be included—German idealism and romanticism; Marxism; existentialism; evolutionism and American pragmatism. Consideration of the works of Hegel, Marx, Kierkegaard, Nietzsche, Darwin, Pierce and James.

PH 204 Analytic Philosophy 3 credits
Prerequisite: Great Philosophical Issues or Symbolic Logic
Reading and discussion of major contributions to recent and contemporary analytic philosophy, including a study of logical positivism and ordinary language philosophy. Consideration of the works of Moore, Russell, Ayer, Ryle, Wittgenstein and Quine.

PH 205 Recent Ethical Theory 3 credits
Prerequisite: Introduction to Ethics or Permission of instructor.
Reading and discussion of significant recent developments in ethical theory. Topics to be included—the nature of justice; utilitarian vs. deontological ethics; the fact/value problem; cognitive vs. noncognitive metaethical theories; the moral point of view and ethics and society.

PH 206 Advanced Symbolic Logic 3 credits
Prerequisite: Symbolic Logic or Permission of instructor.
Analysis of higher order propositional functions of a single logistic system. topics to be included—quantification; the theory of relations; identity and the definite description; the general and ramified theory of types; problems in the formal foundations of mathematical logic and related metalogical and metamathematical results.

PH 207 Aesthetics 3 credits
Prerequisite: Any Level I course in Philosophy and/or a basic familiarity with the fine arts.
Readings and discussion of recent and classical philosophical writings in aesthetic theory. Topics to be included—the bases and character of aesthetic experience; criticism and valuation in the arts; objectivity and subjectivity in aesthetic judgement; and particular problems of the Fine Arts (drama, music, literature and the visual arts).

PH 208 Philosophy of Law 3 credits
Prerequisite: Any Level I course in philosophy is recommended prior to taking Philosophy of Law.
Reading and discussion of the impact of philosophy on

law and legal science. Topics to be included—the philosophic sources of legal authority; the applications and ends of laws; law and legal authority; liability; property and the nature of man; contract; legal science and legal pragmatics; empiricist and constructionist interpretations of juristic philosophy; and some current controversies in legal philosophy.

PH 209 Philosophy of Religion 3 credits
Prerequisite: Symbolic Logic or Great Philosophical Issues or Permission of instructor.
Readings, discussion and papers on the problem of religious discourse; the problems of the existence of a god or gods; the problem of religious experience; the problem of revelation.

LEVEL III COURSES

PH 301 Seminar in Contemporary Philosophy 3 credits
Prerequisite: Appropriate Level II course or Permission of instructor.
Intensive analysis of selected problems or figures in contemporary philosophy, and the preparation of major papers.

PH 302 Seminar in History of Philosophy 3 credits
Prerquisite: Appropriate History of Philosophy course or Permission of instructor.
Intensive analysis of selected problems or figures in the history of philosophy, and the preparation of major papers.

PH 303 Many-Valued Logics 3 credits
Prerequisite: Advanced Symbolic Logic or some mathematical maturity or Permission of instructor.
Analysis of the theory, symbolism, notation and terminology of nonstandard logics. Topics to be included—many-valued generalization; system-specific status of the excluded middle; tautology preservation and non-preservation; logical absolutism and relativism; the geometric analogy; imagination in logic; logical primacy and its mathematical and philosophical ramifications; recent explorations in complex logics. Systems due to Bochvar, Kleene, Lukasiewicz, Post and Spisani will be emphasized.

PH 304 Seminar in Philosophy of Science 3 credits
Prerequisite: Symbolic Logic and General Physics or Permission of instructor.
Intensive analysis of selected problems or figures in the philosophy of science and the preparation of major papers. Topics to be included will be selected from among the following themes—the logical, philosophical and empirical foundations of scientific explanations, laws and theories; classical mechanism and its geometric roots; the crisis in classical mechanism and the demise of the mechanical model; the evolution of theories and the geometric analogy; the impact of contemporary physics on current scientific philosophy; imagination and genius in science and some glimpses forward.

PH 210 Independent Study 3-6 credits
A tutorial course to be arranged between the student and the instructor, subject to departmental approval.

PHYSICAL EDUCATION

Carmela L. Virgilio, Chairperson
Paul Bogan, Director of Athletics
Marie Duffy
Tilia Fantasia
Larry French
Gerard Gravel
John Kurty
Amelia Riou
Martha van Allen
Carol Vermillion
Charles J. Weinmann, Jr.

The Physical Education program consists of those activities designed to help meet the student's physical and recreational needs. The comprehensive goals of the program emphasize the mental, emotional and social aspects of living as well as the physical development necessary for a happy and active life. The Physical Education Department offers a major program which leads to a Bachelor of Science degree in Physical Education. Students have the following options available:

1. Preparation for graduate work.
2. Preparation for teaching Physical Education in schools.
3. Preparation for working with service groups offering Physical Education Activity Programs.

Students wishing to teach must elect courses necessary to meet requirements for teacher certification as set forth by the Department and Commonwealth of Massachusetts.

In addition to the major program, the department offers a variety of physical education activity classes for majors and non-majors, eight weeks in length for one academic credit, and students have the option of receiving a letter grade or a pass/no record.

The Intramural Program at Westfield offers a very important position in student and faculty college life. It affords all students and faculty members the opportunity to participate in some form of recreational leisure and activity.

Intercollegiate athletics offered for men include soccer, basketball, baseball, volleyball, lacrosse, cross country, track, tennis and golf. Intercollegiate athletics offered for women include field hockey, volleyball, basketball, gymnastics, tennis and softball.

Major Core: (44 credits)

	Credits
Introduction to Physical Education	2
History & Principles of Physical Education	2
Human Anatomy and Physiology	4
Introduction to Motor Learning	3

Kinesiology	3
Corrective and Adaptive Physical Education	2
Measurement and Evaluation in Physical Education	3
Organization and Administration of Physical Education	3
First Aid and the Prevention of Injuries in Physical Education	3
Methods and Materials of Teaching Motor Activities	3
Physical Education Skills	10
Team sports	3
Track & Field	1
Tumbling: Gym	1
Dance	1
Aquatics	1
Racquet sport	1
Electives	2
Theory electives in Health, Physical Education or Recreation	3
TOTAL	44

PE 101 Introduction to Physical Education 3 credits
Introduction to the history, objectives, literature and organization of the physical education profession, discussions of responsibilities and opportunities of professional personnel.

PE 104 Introduction to Recreation and Leisure 2 credits
Introduction to the basic concepts, present status of recreation. Overview of the history of the Recreation Movement and its basic philosophy.

PE 155 W.S.I. 2 credits
Prerequisite: American Red Cross Life Saving Certification
Emphasis will be placed on teaching of swimming, diving, the use of small water crafts and water safety; review of life saving skills and defensive techniques; legal aspects of life saving. ARC certification issued upon successful completion of course.

PE 201 History & Principles of Physical Education 2 credits
Preview of history of physical education, the place and function of physical education in education and society, identification of principles for development of sound programs.

PE 204 Introduction to Motor Learning 3 credits
Prerequisite: Human Anatomy and Physiology
The study of the significant variables which influence motor learning, i.e., transfer, cues, practice, reminesences, perception, reaction time, motivation, reinforcement, etc., and the analysis of selective variables which affect the acquisition of motor skills.

PE 205 Corrective and Adaptive Physical Education 2 credits
Prerequisite: Kinesiology
Examination techniques for recognition of atypical conditions characteristics and problems of the atypical selection and adaptation of physical activities to meet individual needs.

PE 206 Physiology of Exercise 3 credits
Prerequisite: Kinesiology
Study of the immediate and long range effects of exercise upon the human body. Emphasis on the circulatory and respiratory systems, training scientific foundations of physical fitness survey of related research.

PE 207 Kinesiology 3 credits
Prerequisite: Human Anatomy and Physiology
Science of human motion, analysis of leverage in body movement and problems of readjustment in relationship to body mechanics and to physical activity as it is related to an understanding of skillful, efficient and purposeful human motion.

PE 213 First Aid and the Prevention of Injuries in Physical Education 3 credits
Proper techniques for the prevention and correction of potential injuries in motor activities; the proper use of equipment, conditioning exercises. The medical examination and therapeutic aids and support methods. The fulfillment of the requirement of the American Red Cross Standard and Personal Safety Certification will be included.

PE 214 Techniques of Recreational Leadership 2 credits
Prerequisite: Introduction to Recreation and Leisure
The theory and practice of leadership techniques specifically applied to the organizing and conduction of recreational activities.

PE 301 Physical Education in the Elementary School . 3 credits
Philosophy, program planning and methods of teaching children, guided observational experiences of children in schools, presentation of activities suitable in elementary school programs.

PE 302 Curriculum Development 3 credits
Curriculum of physical education at all levels in the public schools and colleges. Evaluation of activity programs. Recent development and current trends and their influences on the curriculum.

PE 303 Measurement and Evaluation in Physical Education 3 credits
Construction, use, selection and interpretation of evaluative tools applicable to physical education, elementary statistical methods.

PE 304 Organization and Administration of Physical Education 3 credits
The organization and administration of programs of physical education with emphasis on elementary and secondary school programs.

PE 305 Psychology of Coaching 3 credits
Prerequisite: General Psychology
This course concentrates on the principles and techniques applicable to the coaching of sports at the elementary levels. A current multidisciplinary approach will be used.

PE 307 Care and Prevention of Athletic Injuries 3 credits
The training procedures in athletic programs, special emphasis on the prevention of athletic injuries role of trainer, athletic coach, and health services.

PE 309 Physical Education for the Special Child 3 credits
Prerequisite: Special Education major or Permission of instructor.
Deals with characteristics, needs and related problems of the special child associated with their intergration into physical education programs. Special attention given to the emotionally disturbed, socially malajusted, mentally retarded, physically handicapped, culturally deprived, and the gifted child.

PE 310 Methods and Materials of Teaching Motor Activities 3 credits *Prerequisite: Introduction to Motor Learning*
Analysis of performance and methods of teaching selected motor activities. Will include drill formation, sequence and progression to teaching skills, in team and individual sports and other physical activities.

PE 314 Student Teaching 6-12 credits
Supervised observation and student teaching in an elementary and/or secondary school, conduct of classes and extra-curricular activities development and understanding of school and community. Emphasis in continuity of lessons, units, daily evaluation. Supervision by cooperating school and Physical Education faculty from the college. Individual conferences and group seminars.

HE 101 Standard First Aid and Personal Safety 1 credit
Provided the fundamental principles, knowledge and skills of first aid and accident prevention. It prepares the average person to care for most injuries and emergencies when medical assistance is delayed. American Red Cross certification available.

HE 201 Foundations of Health 3 credits
Study of the basic health problems of college students, discussions, and investigations of current health problems as drugs, alcohol, smoking, VD and emotional health.

HE 303 Methods and Materials of Health Education 3 credits
Prerequisite: Foundations of Health or Permission of instructor.
Deals with the most effective methods, procedures and techniques in teaching health. Instructional and curricular materials will be presented along with evaluation techniques and current methodology. Sources of materials and agencies which provide assistance will be included.

PHYSICAL SCIENCE

Patrick V. Romano, Chairperson
Peter P. Ball*
Gilbert W. Billings
Michael J. Russo
Samuel T. Scott
Arthur Zavarella

The Physical Science Department offers basic courses in physics, chemistry, physical science, and the earth and space sciences for all students. Advanced courses in chemistry and physics are offered. These courses are intended for students majoring in General Science, Biology, and Mathematics.

Recently the department has received the authority to offer a Bachelor of Science in General Science. The General Science major is designed to allow students to concentrate in either Chemistry, Physics, or Science Education. The department believes that these sequences will provide very desirable alternatives and an new flexibility for Westfield State College students. The subsequent program descriptions are those for the three possible concentrations a student may take as a B.S. in General Science major.

The Physical Science Department has also established an easy access program in physics with Northeastern University. An agreement has been reached concerning the equibalency of the first two years of the physics concentration at Westfield to the physics major at Northeastern University. A student may easily transfer to Northeastern with essentially all credit earned at a level of C or above at Westfield and thereby continue as a normal third year student at Northeastern. Students interested in this program should contact a member of the physics faculty of the Physical Science Department.

GENERAL SCIENCE CONCENTRATION

It is recommended that a student choose Math I and II for Science Majors to partially meet the 9 hour Math and Science portion of the common core.

Required Courses:

PS 127 or PS 113	
Physics I or Gen. Phys. I	4 credits
PS 129 or PS 115	
Physics II or Gen. Phys. II	4 credits
PS 107	
General Chemistry I	4 credits
PS 109	
General Chemistry	4 credits
PS 106	
Astronomy	3 credits
PS 104	
Geology	4 credits

Plus two courses selected from the following three:

BI 102	
Environmental Biology	3 credits
BI 104	
Biology of Organisms	4 credits
BI 106	
Inheritance & Development	4 credits

*On Sabbatical Leave for the 1975-76 academic year.

Electives

Electives selected from Physical or Biological Science, Science Education or Math Courses	8 credits
	38 or 39 crs.

If a student should use any of the listed courses for credit in the common core, the number or credit hours needed for the concentration would be reduced accordingly.

This track is designed for and therefore recommended only to those students planning to teach at the middle school/jr. high school level and who plan to elect the education minor. A student interested in preparing for graduate shcool or for a career in science should enter one of the other concentrations of the General Science Major.

Electives — A minimum of 41 credit hours chosen from all colege courses. The student should use electives to meet the professional sequence recommended by the Secondary Education Department.

CHEMISTRY CONCENTRATION

It is recommended that a student choose Calculus to partially meet the 9 hour Math and Science portion of the common core. A student who does not feel sufficiently prepared to undertake calculus should take Math for Science majors. A biology course is recommended to fulfill the remaining portion of this part of the common core.

Required Courses:

PS 127 or PS 113	
Physics I or Gen. Phys. I	4 credits
PS 129 or PS 115	
Physics II or Gen. Phys. II	4 credits
PS 107	
General Chemistry I	4 credits
PS 109	
General Chemistry II	4 credits
PS 201	
Organic Chemistry I	4 credits
PS 203	
Organic Chemistry II	4 credits
PS 207	
Analytical Chemistry I	4 credits
PS 226	
Analytical Chemistry II	4 credits
Electives	
Electives selected from Physical Chemistry, Biochemistry and Theoretical and Experimental Research	8 credits
	40 credits

If a student should use any of the above courses for credit in the common core, the number of credit hours needed for the concentration would be reduced accordingly.

It is hoped that the student in consultation with a departmental advisor will choose a portion of his electives from course offerings in chemistry, physics, biology and mathematics. A student wishing to obtain certification to teach chemistry should use electives to meet the Professional Sequence recommended by the Secondary Education Department.

PHYSICS CONCENTRATION

If a student desires to pursue the physics concentration of the B.S. in General Science program, the student should plan a core selection in the sciences and mathematics in light of the concentration requirements listed immediately below.

PS 127	
Physics I	4 credits
PS 129	
Physics II	4 credits
PS 225	
Physics III	3 credits
PS 231	
Physics IV	3 credits
MA 105	
Calculus I	3 credits
MA 106	
Calculus II	3 credits
MA 201	
Calculus III	3 credits

In addition, the student should take nine additional credit hours of physics chosen from the following courses as offered:

PS 301	
Modern Electronics	4 credits
PS 235	
Introduction to Astrophysics	3 credits
PS 230	
Introduction to General Relativity and Cosmology	3 credits
PS 215	
Biophysics	3 credits
PS 233	
Introduction to Quantum Mechanics	3 credits
PS 211	
Modern Physics	3 credits
PS 222	
Theoretical & Experimental Research	3 credits

PS 232	
Theoretical Mechanics	3 credits
PS 228	
Biophysics Seminar	3 credits
PS 220	
Physics Seminar I	3 credits

Finally, the student, under advisement and depending upon his career option, will take an additional 8 (or 9) credit hours chosen from the following courses:

PS 107	
General Chemistry I	4 credits
PS 109	
General Chemistry II	4 credits
BI 102	
Environmental Biology	3 credits
BI 104	
Biology of Organisms	4 credits
BI 106	
Inheritance and Development	4 credits
MA 202	
Calculus IV	3 credits
MA 304	
Differential Equations	3 credits
MA 319	
Computer Programming	3 credits
	40-41 credits

Dependent upon the career goals, it is hoped that under close advisement from members of the physics faculty, the student will consider utilizing some of the 40 hours of electives to build upon the core and concentration foundation described above.

The physics track has been designed with a high degree of flexibility. The purpose of this flexibility is to allow for the possibility that in addition to the traditional physics careers (industrial work in applied physics or technology, teaching physics at the secondary level, or careers based on graduate study in physics), a student might seek opportunities in environmental, engineering, health and medical fields.

MINORS

In addition to the major concentrations, the department offers minors in Physics and Chemistry. All students minoring in Physics must take Physics I, Physics II, Physics III, and Physics IV. After completion of these courses, the student must elect an additional 4 credit hours in physics from the courses:

Introduction to Quantum Theory
Theoretical Mechanics
Mathematical Physics Seminar
Introduction to Astrophysics
Introduction to General Relativity and Cosmology
Modern Electronics

A chemistry minor must initially take General Chemistry I and II. An additional 10 credit hours is then required from the courses:

Organic Chemistry
Analytical Chemistry
Physical Chemistry

COURSES

PS 101 Physical Science 3 credits
Includes the basic concepts of Physics such as an elementary study of mechanics, heat, sound, light, magnetism, and electricity, along with introductory topics in Earth-Space science and Chemistry. Two lectures and one double-period discussion-laboratory session per week.

PS 102 Physical Science Laboratory required with PS 101

PS 103 Earth and Space Science 3 credits
The characteristics of the sun and the planets forming the solar system are introduced. The earth, moon, their motions, and other characteristics are investigated. Properties of the earth's interior, its crust, oceans, and its atmosphere are used to describe geomagnetism, earthquakes, continental drift, climate, and weather. 3 hours lecture, 1 hour laboratory per week.

PS 104 Geology 4 credits
A systematic examination of the rocks and minerals which compose the earth's crust and the processes of weathering and erosion which sculpture the crust. Structural, tectonic, and other long term activities are investigated. Laboratory activities include a number of weekend field trips. 3 hours lecture, 3 hours laboratory per week.

PS 105 Geology Laboratory required with PS 104

PS 106 Astronomy 3 credits
The course includes topics in both modern and classical astronomy, planetary motion and the night sky, the sun, stellar characteristics and evolution, radio astronomy, the interstellar medium, galaxies and cosmology. These topics will be treated by means of both lectures and observations with both 12 inch and 6 inch reflecting telescopes.

PS 117 Physics of Musical Sound 4 credits
Old and new research in auditory perception have yielded many valuable clues to our ability to appreciate and comprehend music. One goal of this course is to review these findings and to study the relationships between physical variables of sound and their perceptual correlates. Topics will include the psychophysical laws for loudness and pitch perception, perception of complex sounds and phase relations, binaural effects, and transient effects. A second related goal is the description of complex sounds in terms of their spectra. To this end, a qualitative use of the fundamental

theorem of Fourier analysis will be made. Experimental techniques for analyzing and synthesizing complex sounds will be introduced. Two or three major and experimental projects will constitute the laboratory work for the course. 3 hours lecture-demonstration, 2 hours lab per week.

PS 118 Physics of Musical Sound Laboratory Required with PS 117

PS 119 Introduction to Optics and Photography 4 credits
An introduction to optical phenomena with applications in photography. Geometrical optics (reflection, refraction, imaging) and Physical optics (interference, diffraction, and color) are utilized to explain camera operation and characteristics. Study will include the practical application of light, mirrors, lenses, and the chemical processes used in developing, printing, and enlarging photographs. Films, emulsions, filters, and techniques for indoor and outdoor exposures are covered. 4 hours laboratory and lecture per week.

PS 120 Introduction to Optics and Photography Laboratory Required with PS 119
The laboratory session through classical experiments will correlate lecture material with laboratory technique. Photographic and black and white darkroom techniques are introduced.

PS 121 Science for the Middle School/ Jr. High School 3 credits
Prerequisite: 3 credits in biology, 3 credits in the physical sciences.
This course is designed to prepare future teachers of middle school/junior high school science to use the student-inquiry oriented approach to teaching science. Emphasis will be placed on the National Science Foundation funded science programs designed for the middle school/junior high school (TSM, IPS, PSII, ISCS, ES, IME, IMB, BSCS, ESS, and IIS).

PS 125 Physics for the Life Sciences 4 credits
Prerequisites: Math I and II; (General Chemistry—recommended)
The basic laws of classical physics will be introduced with applications to biological systems. Physical paramenters of the environment and of biological structures (performance limits) will be correlated with these laws, and the definition and measurement of physical stresses will be introduced. Brief introductions to one or more advanced topics of current research interest will be provided. 3 hours lecture, 2 hours lab.

PS 127 Physics I 4 credits
Corequisite: Calculus I
The class meets for three hours of lecture/week and three hours of laboratory/week. The syllabus is: description of motion, kinematics, Newton's Laws, force, work, and energy, momentum, angular momentum, the conservation laws, heat and an introduction to thermodynamics. The use of elementary calculus to solve problems involving trajectories, work and one-dimensional potentials will be stressed. Vectors, scalar products, and vector cross products will be introduced.

PS 128 Physics I Laboratory Required with PS 127

PS 129 Physics II 4 credits
Corequisite: Calculus II
This course also has 3 hours of both lecture and lab per week. Its topics are electrical forces, Coulomb's Law, electric fields, potentials and currents, Kirchoff's laws, magnetic induction, electromagnetic induction, energy in electric and magnetic fields, capacitors, inductors, oscillations, and resonant circuits, an introduction to Special Relativity Theory. Mathematically this course introduces the student to simple 2 and 3 dimensional potential problems, illustrates the use of different coordinate systems, and develops some important applications of the elementary transcendental functions.

PS 130 Physics II Laboratory Required with PS 129

PS 201 Organic Chemistry 4 credits
Prerequisite: PS 109
A survey of general organic chemistry. After a review of chemical principles, the course considers the structure, nomenclature, properties and uses of aliphatic and aromatic compounds. Discussion includes the isolation and identification of organic compounds, nucleophilic displacement and elimination reactions and organometallic compounds.

PS 202 Organic Chemistry I Laboratory Required with PS 201
A three-hour laboratory introducing the student to the techniques of the organic chemist including distillation, recrystallization, extraction, determination of physical properties for identification and introduction to organic synthesis.

PS 203 Organic Chemistry II 4 credits
Prerequisite: PS 201
The continuation of Organic Chemistry I. The chemistry, properties and uses of alcohols, ethers, aldehydes, ketones, and organic acids are studied. Optical isomerism is discussed. Carbohydrates, amino acids, proteins, and related biological processes are considered in emphasizing the life sciences and biochemical reactions.

PS 204 Organic Chemistry II Laboratory Required with PS 203

PS 205 Physical Chemistry I 4 credits
Prerequisite: PS 109, Permission of instructor
Physical Chemistry deals with the properties, structures, theories, and laws of matter. Detailed study will occur in the areas of the gas laws, Kinetic-molecular theory, atomic and molecular structure, thermodynamics, thermochemistry, physical and chemical equilibrium, and chemical bonding.

PS 206 Physical Chemistry Laboratory I Required with PS 205
A three hour laboratory session will correlate lecture material with laboratory technique.

PS 212 Physical Chemistry II 4 credits
Prerequisite: PS 205
A continuation of Physical Chemistry I. Topics include chemical kinetics, liquid and crystal theory, phase equilibria, solution chemistry, electrochemistry, and selected topics.

PS 216 Physical Chemistry Laboratory II Required with PS 212
A three hour laboratory session will correlate lecture material with laboratory technique.

PS 207 Analytical Chemistry I 4 credits
Prerequisite: PS 109
The course consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Study includes gravimetric analysis, volumetric analysis, and the statistical treatment of data. A main aspect of lecture will be the application of equilibrium to acid-base, precipitation, redox, and complex formation reactions. An important objective of the laboratory is the development of good laboratory technique. 3 hours lecture, 3 hours laboratory per week.

PS 208 Analytical Chemistry Laboratory I
Required with PS 207

PS 226 Analytical Chemistry II 4 credits
Prerequisite: PS 207
The course consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Emphasis will be on modern methods of instrumental analysis. 3 hours lecture, 3 hours laboratory per week.

PS 227 Analytical Chemistry Laboratory II
Required with PS 226

PS 209 Biochemistry 3 credits
The first portion of this course will study important biochemicals including water, amino acids, peptides, proteins, enzymes, carbohydrates, lipids, and nucleotides. The latter portion will examine the relationship of these compounds to bioenergetics, glycolysis, the tricarboxylic acid cycle, electron transport, oxidative phosphorylation, fatty acid oxidation and biosynthesis, carbohydrate biosynthesis, nitrogen and amino acid metabolism, protein synthesis, and photosynthesis. An effort will be made to correlate the various metabolic pathways with the cells and organelles of biological systems. Special topics may be covered if time should be available. Three hour lecture.

PS 210 Biochemistry Laboratory 1 credit
A three-hour laboratory session allowing students to develop laboratory technique in relationship to the study of biochemistry.

PS 211 Modern Physics 4 credits
Prerequisite: PS 115
The course provides an introduction to the experimental and theoretical discoveries of the late nineteenth century and the twentieth century which have altered or replaced classical physics. An introduction to special relativity is used to develop the connections between electromagnetic theory and mechanics. The principles of quantum mechanics are introduced to explain the wave-particle duality, spectra, and other atomic and nuclear phonomena. Three hour lecture.

PS 215 Biophysics 4 credits
Prerequisites: PS 211 or PS 115 or Permission of instructor
The course investigates the applications of basic physical laws to biological systems. Applications of mechanics, thermodynamics, electricity and magnetism, and optics and radiation physics to structure, perception, evolution, and mutation will be considered. Laboratory work will include some use of electronic instrumentation for biological measurements. Two hours lecture, three hours laboratory per week.

PS 216 Biophysics Laboratory
Required with PS 215

PS 220 Physics Seminar I 3 credits
Prerequisites: PS 115, Approval of Department Chairperson
A projects seminar in which students develop and present original ideas or methods in laboratory physics. Students will conduct open house demonstrations for local groups of junior and senior high school students. Some students will work closely with the instructors and students in Physical Science PS 101 and PS 102 in developing new laboratory demonstration experiments and presenting them to students.

PS 222 Theoretical and Experimental Research
Variable credits; 1-3 credits per semester
Prerequisite: Departmental approval
A total of 6 credits may be applied toward the undergraduate degree. The course involves independent study in a physical science with the student performing a laboratory or theoretical research project under the supervision of an instructor.

PS 225 Physics II 3 credits
Corequisite: Calculus III
The syllabus of this new course to WSC includes: the Special Theory of Relativity, Maxwell's Equations, electromagnetic waves, diffraction and physical optics. This course develops many important applications of the techniques of partial differentiation and multiple integration, and introduces the vector differential operators.

PS 228 Biophysics Seminar 3 credits
Prerequisite: Permission of faculty
An "honors" type project-oriented seminar course for advanced students. Students would develop experimental (or theoretical) projects in the broad area of biophysics or mathematical biology, under the supervision of a faulty member from one of the sciences or mathematics. Weekly or biweekly colloquiums would be given by students, faculty members or visiting scientists and important current research would be discussed. Students with successful research experiences would be encouraged to prepare them for publication or presentation at one of the student professional meetings.

PS 230 Introduction to General Relativity and Cosmology 3 credits
Prerequisite: Calculus III and Physics III
This course introduces the student into one of the most exciting fields of physics at the current time. Starting from the theory of Special Relativity, through physical arguments the student is introduced to the theory of General Relativity. After discussing the classical tests that verified this theory, the discussion proceeds onto the question of cosmology and evolution of the observable universe. Certain of the simpler cosmology models will be introduced.

PS 231 Physics IV 3 credits
Prerequisites: Physics III and Calculus III
This course discusses selected topics from classical thermodynamics, the breakdown of classical physics, introduction to quantum mechanics.

PS 232 Theoretical Mechanics 3 credits
Prerequisite: Calculus III
This course discusses holonomic systems, the Lagrangian and its equations of motion, the Hamiltonian formalism and canonical transformations, normal modes, Euler's equations and rigid body motion, scattering problems.

PS 233 **Introduction to Quantum Theory** 3 credits
Corequisite: MA 302
The topics covered are matter waves, the diffraction of particles, the Schrodinger wave function and equation, probability and probability amplitudes, canonical variables, operators and commutation relations, eigenvectors and eigenvalues, and the Reisenberg Representation.

PS 235 **Introduction to Astrophysics** 3 credits
Prerequisites: Calculus II, Physics I, II
This course serves as an introduction to the physics of stars and galaxies. The topics covered are structure of the Sun, evolution of stars, evolution of the galaxies, magnetic fields in the interstellar medium, evolution of planetary atmospheres, and an introduction to cosmology.

PS 301 **Modern Electronics** 4 credits
Characteristics of circuit elements (resistors, capacitors, inductors, diodes and transistors) will be studied and their applications to electronic circuits will be developed. A major part of the course deals with the applications of modern integrated circuits to communications, biological and other scientific instrumentation, and to analog and digital computation. 2 hours lecture, 3 hours laboratory per week.

PS 302 **Modern Electronics Laboratory**
Required with PS 301
The laboratory work will be self-paced and will permit students to concentrate in areas of their greatest interest during the latter part of the course. The practical use of standard electrical measuring instruments will be emphasized during the first part of the course.

PS 303 **Independent Study** 3-6 credits

PSYCHOLOGY

Joseph F. Perez, Chairperson*
John Aucker
Joseph Connolly
Alvin I. Cohen
Joan Corell***
Barbara G. Corridan***
William F. Duval
Maxwell W. Hunter**
Suzanne Kwaterski
Leverett Millen
Stanley R. Mueller
I. Harvey Roazen

The Department of Psychology believes that a broadly based Liberal Arts undergraduate background is essential to understand the richness and diversity of human behavior. It is with this frame of reference that students are counseled to develop their individual programs.

The department offers a major in Psychology and a theoretical and practical foundation for those individuals who wish to perform psychological services in the public and private schools. The curriculum has been designed to provide preparation for all professional work in which an understanding of human behavior is necessary.

The department recommends that all persons who seek to work as psychologists obtain at least one graduate degree in Psychology. Each student who majors in psychology is assigned an advisor from the department faculty. It is to this person that the student ordinarily refers should he have any questions or problems regarding curriculum.

In addition to academic counseling the Department of Psychology provides counseling of a psychotherapeutic nature for all students of the college. Offices for this service are provided in the Counseling Center located on the first floor of the Science Building.

Major Core:

		Hours
General Psychology for Majors*		6
At least two courses from 2 of the areas below, and at least one course from the remaining area.		15
Biopsychology	Learning I, Learning II, Exp. Design I, Exp. Design II, Physiological, Comparative, Statistics	
Social-Personality	Personality, Adolescent, Child, Social, Abnormal	
Counseling-Guidance	Counseling Techniques, Guidance, Organization of a Guidance Program, Occupational Information, Ethics & Current Professional Problems, Behavior Modification in the Classroom	
Electives in Psychology		9
	Total	30

*On Sabbatical Leave for the fall semester 1975.
**Acting Department Chairperson for the fall semester 1975.
***On Sabbatical Leave for the 1975-76 academic year.

*Any individual who transfers into the program who has taken 3 credit introductory course needs an additional elective (Not General Psychology II) to meet the total requirement of 30 hours. See your advisor.

COURSES

PY 101 General Psychology 3 credits
The study of human behavior with special references to perception, learning, memory, thinking, emotional life; individual differences in nature of psychological investigations. Research methods are discussed and results are related to daily life and everyday problems.

PY 102 Psychology of Learning 3 credits
Prerequisite: PY 101
The study of the psychological concepts in educational practices, including the nature and sources of individual differences and readiness, learning, theories, motivations, emotions and the evaluation of learning techniques.

PY 301 Child Psychology 3 credits
Prerequisite: PY 101
The systematic study of the organismic changes in the child from birth to adolescence, and of the importance of maturation, growth and social learning in effecting these changes. Attention is foucsed on factors in personality and emotional development.

PY 302 Adolescent Psychology 3 credits
Prerequisite: PY 101
The focus is on the adolescent, the physical and mental aspects of his growth, the nature of fantasies, his emotional development, his interpersonal life, and his perception of the academic and vocational life. Several lectures involving adolescent dynamics (both needs and defenses) are also included. Lectures and class discussion will be the prime modes of instruction.

PY 303 Abnormal Psychology 3 credits
Prerequisite: PY 101
The etiology, development and therapy of mental disorders. Stress will be on the psychodynamics of pathological behavior. Consideration will be given to various forms of unusual behavior including anxiety states through psychosis. Analyses of pathological behavior will be based on current theories of maturation, emotion and personality organization.

PY 304 Social Psychology 3 credits
Prerequisite: PY 101
Individual psychology in the social setting. Basic processes of interaction, enculteration, prejudice, attitudes and such institutions as church, family and school. An elective for juniors and seniors.

PY 305 Theories of Personality 3 credits
Prerequisite: PY 101
The major theories of personality, including those of Freud, Jung, Sullivan, Allport and Rogers. Comparisons and contrasts of these theories are made and the implications drawn will be disucssed and applied to counseling, psychotherapy and education.

PY 306 Learning I: Basic Principles 3 credits
Prerequisite: PY 101
An introduction to the terminology, concepts and methods in the study of learning. An examination of empirical principles involving experimental replication of early and contemporary inquiries. Designed for students who major or concentrate in psychology.

PY 307 Learning II: Theories 3 credits
Prerequisites: PY 101 and PY 306
The nature of learning as well as theories, issues and developments. A systematic examination of learning theories. Psychology majors only.

PY 308 Statistics for Psychologists 3 credits
Prerequisite: PY 101
The application of statistical methods to current research problems in Psychology. The selection of procedures appropriate to problems, performance of the procedures; interpretation of outcomes; data tabulation and reduction; measures of central tendency and variability; association; correlation and prediction; tests of significance, t-test; chisquare and analysis of variance.

PY 309 & 311 Experimental Design I & II 8 credits
(4 credits each semester)
Prerequisites: PY 101, PY 308
A full year course in the methods and theory of experimental psychology, stressing selected topics from the areas of sensation, perception and learning. A thorough grounding in laboratory methods is the focus of this course. Each student will be required to design, conduct and interpret experiments in the major areas under consideration. Two lectures and two laboratory periods per week for two semesters. Psychology majors only.

PY 312 Physiological Psychology 3 credits
Prerequisite: PY 101
The focus is on the study of the physiological correlates of behavior. Special attention will be given to the physiological and neural aspects of emotions, motivation, and learning. Psycho-physiological factors of health, disease, psychosomatics and chemotherapy will be included.

PY 313 Comparative Psychology 3 credits
Prerequisite: PY 101
A study of the similarities and differences in the behavior of animals, ranging from the unicellular to non-human primates. The course will stress comparative learning, but aspects of such topics as instinctive behavior, psychophysiology, and social behavior will also be discussed. Psychology majors only.

PY 316 Psychology of Human Sexuality 3 credits
Prerequisite: PY 101
A study of the differences between the psychological development of men and women. Stresses the phenomenon of role typing at an early age of development. Re-evaluated Freud's theories on the psychological development of women. Reviews new research finding on psycho-sexual development and the related child-rearing practices. Not open to freshmen.

PY 317 Behavior Modification in the Classroom 3 credits
Prerequisite: PY 101
Presentation and intensive discussion of classroom learning appraches based on respondent and operant conditioning paradigms. Detailed presentation of major principles underlying each approach and application of these principles to classroom learning situations at both elementary and secondary grade levels. Consideration of such topics as token economy and the classroom, modeling, disensitization, effects of punishment on classroom behaviors, approaches to behavioral problems of the emotionally disturbed and/or mentally retarded.

PY 318 Psychology of Interpersonal Relations and Communications 3 credits
Prerequisite: PY 101
Practical experience in interpersonal communication with use of video-tape and social psychology laboratory. Review of research on human communication from the viewpoint of transactional analysis, kinesics, the small group approaches of Rogers, Ellis, Perls, Synanon. Limited in size and to junior and senior psychology majors; others with special permission of instructor.

PY 321 Principles of Guidance 3 credits
Prerequisite: PY 101
Introduces the student to the basic principles, philosophy, history and current developments in guidance. Emphasis will be on the values of the guidance movement today.

PY 322 Counseling Techniques 3 credits
Prerequisite: PY 101
Designed to help counselors to develop an understanding of the helping relationship in dealing with persons having educational, vocational, interpersonal and intrapersonal problems. Techniques of counseling will be stressed. Elective for juniors and seniors.

PY 332 Peer Sex Counseling Program 3 credits (1½ credits each semester)
Prerequisite: Admission through screening interviews and evaluations
Aims to familiarize students with information basic to human sexual behavior and sexual problems so that these students can function as resource individuals and counselors to their peers. Training is given in areas such as physiology of sex, problem pregnancies, community resources as well as training in counseling techniques.

PY 333 Practicum in Psychology I 3 credits
Prerequisites: PY 101, PY 322
Theory and practice of the work of school psychologist, guidance counselor and/or social worker in the school system. Format combination of field work, seminar, observation within clincial setting. Eight weeks.

PY 334 Practicum in Psychology II 6 credits
Prerequisites: PY 101, PY 333
Practice teaching of high school level general psychology and/or practical clinical experience with a school guidance counselor under the supervision of a faculty member of the Department of Psychology. Eight weeks.

PY 336 Psychology of the Family 3 credits
Prerequisite: PY 101
A presentation of theories regarding how family interaction and patterns of response influence personality and behavior. An exploration of the characteristics of "healthy" and "unhealthy" families and the types of individuals they produce. A review of family therapy techniques as a means of treating the "identified patient". Limited to Juniors and Seniors.

PY 337 Independent Study-Psychology 1-6 credits
Prerequisite: PY 101
The student, under supervision of his major advisor, will be expected to conceive, design and carry out an experimental project, field study, or scholarly research paper. The Psychology Department of Westfield State College makes available credit for student participation in psychological field experiences. Such experiences fall with the parameters of the course INDEPENDENT STUDY-PSYCHOLOGY.

PY 401 Occupational Information 3 credits
Prerequisite: PY 101
The major purposes of the course are to examine the major theories of career development, the various processes through which career awareness can be implemented, the techniques of appraisal which are utilized and the dissemination of career information. The course would contain a combination of didactic and experiential methods. Lectures, discussions, field trips to schools, industry and government agencies, guest speakers, small group activities focusing upon the application of appraisal techniques and vocational exploration procedures would be employed in the course.

SOCIOLOGY

John Donovan, Chairperson
Marilyn Denny
C. Wendell King*
Mostafa Noury

Sociology, as a scientific discipline, focuses on human interdependence. Increasingly, people are coming to realize that they are part of the social environment, and their behavior is subject ot sociological analysis. The application of sociological knowledge and research techniques in our modern society has profited the general citizen, the social scientist, and the city planner. As a result, many students look with increasing favor on taking a sequence of courses.

COURSES

SO 101 Principles of Sociology 3 credits
An overall study of the concepts and principles of group behavior. Analysis of the components of culture and the structure of society; social organization and differentiation.

SO 102 Cultural Anthropology 3 credits
An introduction to cultural anthropology as a discipline and to the concepts and techniques essential for understanding different cultures, both contemporary and past. Analysis of universal aspects of human experience, including the family, economic, political, religious, artistic, and linguistic systems, examined in cross-cultural perspective. Brief examination of hunters and gatherers, tribal and peasant peoples, amongst others. Introduction to the dynamics of culture contact and cultural evolution and change.

*On Sabbatical Leave for the spring semester 1976

SO 201 The Family 3 credits
The family as a social institution, affected by and affecting other institutions. Some material on the family in non-industrial societies will be included, but the main focus will be on persisting patterns and on changes in premarital, marital, and family relationships in the United States.

SO 203 Survey of Sociological Theory 3 credits
Prerequisite: SO 101
A study of sociological theory from Comte, including macro, micro, and middle-range perspectives. Analysis of contributions of representative theorists, with a view towards identifying and evaluating their contributions to the discipline. Analysis of contemporary issues from the perspective of theorists studied earlier.

SO 303 Sociology of Leisure and Recreation 3 credits
Prerequisite: SO 101
The study of the social institutional structure and functional systems of society related to leisure behavior. The social significance of leisure and the human values in leisure-time pursuits. Examination of practices and uses of leisure in the United States.

SO 305 Urban Sociology 3 credits
Prerequisite: SO 101
Growth, structure and functions of the city. The urban place as an ecological, stratified, attitudinal, and decision-making unit. Urban problems and urban social relations.

SO 306 Sociology Through Literature 3 credits
Prerequisite: SO 101
An exploration of selected literary works for their sociological content. The role of literature as a means of provoking social action as well as a reflection of culture and society.

SO 307 Social Problems 3 credits
Prerequisite: SO 101
A study of contemporary American society in light of selected problem areas. Analysis of contributing factors, conflicting views and values, current situation and prospects for resolution. Application of sociological concepts, theories, and methods.

SO 308 Social Stratification 3 credits
Prerequisite: SO 101
A systematic treatment of the ranking systems in various social structures in America. Theories of social stratification and mobility. Analysis of social class studies in the United States. The interplay of power, status, and control.

SO 310 Sociology of Religion 3 credits
Prerequisite: SO 101
The scientific study of religion dating from mid-nineteenth century animists and naturists. Religion as a basic social institution with both integrative and divisive tendencies. Organizational patterns; interrelationships with other institutions. Theoretical development within the field. Changing emphases relating to functions or religion as a major provider of meaning and values in human societies.

SO 311 Complex Organizations 3 credits
Prerequisite: SO 101
Examination of major theories and studies of complex organizations. Emphasis is on recent findings regarding the influence of organizations on the behavior of members, bureaucratic "pathology," succession and displacement of goals. Organizational types, characteristics, and problems of bureaucracies in a variety of settings—occupational, military, medical, religious, correctional, political. Organization change in the light of contemporary theory and research, noting the functioning of complex organizations and preindustrial and industrial societies.

SO 312 Juvenile Delinquency and Criminology 3 credits
Prerequisite: SO 101
Meaning, identification, and causes of delinquent and criminal behavior. Role of social institutions in correction, control, and prevention of youthful and adult offences.

SO 313 Reform and Revolution 3 credits
Prerequisite: SO 101
An analysis of revolution and reform as major mechanisms of change in modern and historical societies. The structure and strategies of social movements and other factors which make for success or failure in achieving change.

SO 315 Changing Sex Roles in America 3 credits
Prerequisite: SO 101
A study of existing sex roles in contemporary American society; examination of the determinants of such sex roles; comparison with existing sex roles in other societies. Investigation of the relationship between biological properties and sex role expectations; analysis of how sexual ascription at birth influences life experiences and chances of men and women; analysis of the relationship between sex role expectations and personality traits, and between sex roles and social stratification. Analysis of the causes and consequences of change in culturally patterned sex roles.

SO 318 Sociology of Medical Care 3 credits
Prerequisite: SO 101
Examination of existing theory and research on medical care as a social institution. Study of the relation of social factors to illness, both physical and mental, and its distribution. Attitudes and beliefs regarding illness and the response to illness in various societies. Sociological analysis of hospitals as social organizations, of the medical profession, and of medical education. Comparison of medicine as it is practiced in the United States and in other countries.

SO 319 Sociology of Art 3 credits
Prerequisite: SO 101
Study of the manner in which visual art, as a social institution, has been analyzed by major theorists, such as Marx, Freud, Simmel, G.H. Mead, Dewey, James, and by recent theorists such as Parsons, H. White, Burke, Duncan, Duvignaud, Kavolis, and others. The course aims to increase understanding of the social foundations and functions of art. Problems to be addressed include, but are not limited to:—patterns of relationship between artist, patron, critic, and public—artists, their socialization and training, roles and careers —the relation between changing forms of social organization and the methods of producing visual art.
It is preferred that students have taken Art Appreciation (Survey of Art History) or some equivalent.

SO 322 Sociology of Education 3 credits
Prerequisite: SO 101
American schools as social organizations, as community associations, and as socialization agents. The functions of the school, and the relation of the institution of education to culture and social structure. Problems of change.

SO 341 Independent Study 3-6 credits

GENERAL STUDIES MAJOR

Walter J. Jensen, Coordinator
(Modern Foreign Languages)

Program Advisors:

Peter B. Bulkley	History
Patricia Conant	Art
Marilyn Denny	Sociology
Tilia Fantasia	Physical Education
Wallace Goldstein	English
Barbara Holland	Elementary Education
Lester Hutton	History
Suzanne Kwaterski	Psychology
Raymond Ourand	Foreign Language
Patrick Romano	Chemistry
Michael Russo	Physics
Elizabeth Teall	History
Gerald Tetrault	Philosophy
R. Frederick Twenter	History
Barbara Welch	English

B.A. DEGREE IN LIBERAL ARTS

The General Studies B.A. degree program offers an interdisciplinary approach to the humanities. The program offers no courses of its own but draws on courses offered by the humanities departments—Art, English, Modern Foreign Languages, History, Music and Philosophy. The program is designed for self-motivated students who desire a flexible approach to the humanities without concentrating in a particular discipline. Students in General Studies, therefore, have the opportunity of creating individualized programs of studies which cross departmental lines. The goal of the program is to enable majors to work out in advance, and in conjunction with an advisory committee, a strong program which will satisfy his/her interests and needs, while providing a strong liberal arts degree upon completion of the program.

The interdisciplinary programs that are currently offered include Studies in the Medieval-Renaissance period, Studies in the 17th and/or 18th Centuries, Studies in romanticism, 19th Century Studies, and 20th Century Studies. Other programs are under consideration.

The General Studies Major requires:

a. two semesters, intermediate level, approved foreign language; if necessary, two semesters beginning level foreign language; one semester, Systems of Logic (see #5 under "Regulations", below) 9-15 crs.

b. interdisciplinary electives in the humanities—27 hours, organized around an interdisciplinary theme or program, with no more than 12 hours in any one department 27 crs.

c. senior thesis 3 crs.

Total for major: 39-45 crs.

REGULATIONS:

1. The General Studies B.A. program replaces the former B.A. program. It does not, of course, affect General Studies majors enrolled in the older program.

2. The General Studies B.A. degree program exists to give majors a strong liberal arts degree in the area of the humanities. No courses may be accepted toward satisfying the major requirement without the consent of the Program Coordinator and/or the student's advisory committee.

3. The senior thesis is an integral part of the program and the topic of the thesis should be determined in conjunction with the student's advisory committee no later than the end of the second semester, junior year.

4. Specific interdisciplinary programs are to be determined under advisement with the student's advisory committee and subsequently approved by the Program Coordinator. Programs that are not designed according to this formula may be rejected as failing to satisfy major requirements. Each major shall work out an initial program no later than the spring semester of his/her sophomore year, or when he/she enters the program, in the event of transfer students.

5. If prospective majors are able to demonstrate competence in foreign language, or if they elect to take foreign language courses to satisfy part of the all-college core requirement, a commensurate number of credit hours shall be released for electives in the humanities. The same rule applies to the course Systems of Logic.

6. If any course in a specific program designed by a General Studies major and his/her advisory committee has a prerequisite, that prerequisite becomes part of the program, without increasing the total hours required in the major.

7. Students will have an advisory committee composed of three faculty members, one of whom shall serve as major adviser. Normally, the advisory committee will function collectively only in the preparation of the major program and in the supervision of the senior thesis.

SOCIAL SCIENCE MAJOR

C. Wendall King, Corrdinator

The major in Social Science is interdisciplinary, utilizing existing courses in the several social science areas, namely, Economics, Geography, History, Political Science, Psychology, and Sociology. It comprises, in addition, the Senior Seminar, which may be fulfilled by a supervised internship in a community agency or by a major thesis based upon independent study. Internships have been served in youth, health, business, social service, and other types of agencies and organizations. Thus, community service and original, scholarly investigations are elements of the Social Science program which provide experiences looking ahead to the student's career decisions or to further professional study.

As a liberal arts degree candidate, the Social Science student receives a broad education making for vocational flexibility in the worlds of business and government. Both private and public agencies offer such employment possibilities, for example, as research and social service work. The student seeking a progressive, life-time career either as a scientist or as a social service worker should, however, seriously consider professional study beyond the bachelor's level.

Major Core:

One foundations course (i.e., a 100-level course) should be taken in each of the following fields: Sociology, Psychology, Geography, Economics and Political Science.

Concentrations

Nine credits of post-introductory work (200-level or higher) should be selected in one of the following fields and six credits in each of two others: History, Sociology, Psychology, Geography, Economics, and Political Science. Six additional credits are required in one of the three fields selected above for a total of twenty-seven credits in the concentrations. A student might, for example, select five courses in Economics, two in Political Science, and two in Sociology.

The Senior Seminar

Three or six credits are earned through a community internship and/or independent study.

SOCIAL SCIENCE MINOR

The minor is constructed by the student in consultation with his or her major advisor and with the chairman of the Social Science Department. Normally, the minor will include 12 credits of advanced courses in one social science and 6 credits in a second.

SS 201 **Senior Seminar** 3-6 credits
A course of independent work which may involve a major thesis or an internship in a community organization or agency. Open only to Social Science majors.

INSTRUCTIONAL MEDIA

Instructional Media Services at Westfield State is a component of the Library and as such provides special resources and assistance to all members of the college community. In addition to supporting the academic programs by maintaining a nonprint library and supplying the classroom equipment needs of professors and students, consulting services on preparation of materials and how to operate equipment are offered.

For special events, student activities, film series, and large-group meetings calling for use of media, arrangements are made for acquisition of materials and work-study personnel to run equipment.

INSTRUCTIONAL MEDIA (Academics)

Edwin J. Abar, Jr.

Instructional Media (academics) is interdisciplinary in nature and therefore all courses are open to all students regardless of major. The use and production of instructional media is a vital part of the educational process. Advances in technology and learning theory substantiate the necessity for a working knowledge of the field.

Instructional Media is an applied discipline and the department promotes the hands-on, enactive approach to learning. Students enrolled in Instructicnal Media courses are encouraged to develop areas of special interest; i.e., photography, television, or media theory.

IM 201 **Instructional Media in Education** 3 credits
Designed to acquaint and familiarize the student with the characteristics, applications and implications of Instructional Media in Education. Major emphasis will be placed upon mastering the nature of the media and the related equipment for traditional and innovative classroom use.

IM 210 **Instructional Media: Secondary School** 3 credits
Introduction to the field of instructional media designed to develop the student's skill in use of variety of instructional materials in the classroom. Emphasis will be placed upon both educational characteristics of the various materials and laboratory practice in the operation of instructional equipment. Students will be offered adequate opportunity to operate equipment, to develop materials of their own, and to do research in their areas of specialization.

IM 318 **Production of Instructional Media** 3 credits
Designed to give teachers and future teachers a background of information and skill in the production of posters, charts, graphs, exhibits, models, devices, black and white photographs (sets), black and white or colored slide sets, transparencies, tape recordings, and the fundamentals of motion picture production. Production procedures will be illustrated by means of lectures, demonstrations, and motion pictures. Demonstrations will utilize many of the media to be studied. The last meeting of the class will feature constructive criticism and comments on the finished work. All materials produced will be paid for by the students and will remain their property. The class is limited to 25 students.

IM 301 **Television Production I** 3 credits
The content of the course will cover basic skills in mini-studio television production. Topics will include: lighting, camera operation, directing, switching, audio control, and general operation and set up of a mini-studio. Each student will be required to write and direct a ten minute color video tape production. All talent and production crews will be selected from the class members. The class is limited to 16 students.